

**Becoming Faculty: An Exploratory Study of the Factors Influencing the Decisions of  
Canadian Faculty to Choose and Remain in Academe**

**A Case of Faculty at the University of Saskatchewan, Saskatoon**

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## **Abstract**

The purpose of this study was to examine the factors influencing the decisions of Canadian faculty members to choose, and remain in, academe. In addition, the study examined why faculty chose to work, and remain, at their current institution. The role of some factors in faculty decisions to become and remain as academics was examined. The study also sought participants' views on ways in which Canadian universities can attract and retain young individuals in academe.

This study is a case study of faculty at the University of Saskatchewan, Saskatoon. Gerring (2004) defined a case study as an intensive study of *a single unit* with an aim to generalize or transfer findings across a larger set of units. In understanding the factors influencing the decisions of Canadian faculty to choose and remain in academe, this study concentrated “on one among others” (Stake, 2005, p. 444) – faculty members at the University of Saskatchewan, Saskatoon. Although the researcher passed through a series of phases in conducting this research, the study was conducted in two main stages.

In the first stage of the study, an initial survey was pre-tested among three groups of participants, with the third group (doctoral students), providing suggestions on what could be done differently. The groups were: (a) faculty members at the University of Saskatchewan, (b) faculty members at Brandon University, and (c) doctoral students of Educational Administration at the University of Saskatchewan. Stratified random sampling was employed to select 10 faculty members from the University of Saskatchewan, Saskatoon. A subjective sampling technique was employed to select three doctoral students and three faculty members from Brandon University.

In addition to completing the survey, faculty participants from Brandon University were asked what they would do differently if they were conducting the research. Doctoral students were told not to complete the survey, but to comment on what they would do differently if they were carrying out the study. Participants' suggestions were taken into consideration in drafting the survey instrument.

In the second stage of the study, all faculty members at the University of Saskatchewan, Saskatoon were invited to participate in the study through the University of Saskatchewan's Personalized Access to Web Services (PAWS). Participants were provided with a Uniform Resource Locator (URL) link that guided them to complete the survey instrument. A total of ninety two faculty members participated in the survey. The data were collected between the months of October 2007 and May 2008.

It was found in the study that an individual's decision to pursue an academic career is a product of interrelated factors that are personal, social, and environmental. The study found that motivations for pursuing an academic career are both intrinsic and extrinsic, but largely intrinsic. The study found that graduate school experience played an important role in participants' decisions to become faculty members, and that financial considerations were unimportant in participants' decisions to become faculty members. The study found that mentoring and awareness creation about the professoriate are important in attracting and retaining young individuals in academe.

This study has implications for universities, graduate programs and graduate faculty that could better enable aspiring faculty envision the professoriate and its demands. Educating aspiring faculty about the professoriate will provide them "a rich, full understanding of academic life and faculty careers" (Austin, 2002, p. 109). The study has an

implication for aspiring faculty that the love of one's field and the desire to teach and do research is a pre-requisite for becoming a faculty member. The study found that an individual's decision to become a faculty is not exclusively influenced by personal or environmental factors, but by interrelated factors that are personal, social and environmental. An implication of the study is that a more interactive and holistic approach to understanding career decisions is necessary in academe. Such an interactive and holistic approach will provide a basis for understanding how to attract and retain young individuals in academe.

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## **Dedication**

This study is dedicated to the glory of GOD, the “I AM THAT I AM,”  
the source of my strength.

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## **CHAPTER ONE**

### **Genesis of Study: The Researcher's Story**

As I moved closer to the completion of my doctoral course work, I began to think of what to research for my dissertation. Though some areas of study were of interest to me before I enrolled for the doctoral program in September of 2005, those areas of study became less feasible as I moved towards writing my candidacy examination. As I was wavering in doubt, trying to figure out what to research for my dissertation, little did I know that my research would eventually focus on why faculty members chose to become faculty. As I wavered, the thought of how I became what I am (in terms of my area of study) came into my mind. I began to think of how I got into social sciences, and how I found myself in the Faculty of Education. Life, they say, is a journey between who we are, and who we are meant to be. It is the search for who we are meant to be – with all it entails – that makes life a worth-living experience.

In 1994, a neighbor asked me some questions that influenced my decision of what I wanted to be. As simple as those questions may be, I realized I had no convincing answers for them. Upon completing my high school education in my home country of Nigeria, a neighbor asked me what I wanted to study at the university. I answered; chemical engineering. My background was in sciences, and I felt chemical engineering would be a good course to study. The man stressed further, “May I ask you why?” I responded, “I just want to be a Chemical Engineer.” The man continued; is that enough? The memory of that conversation still remains with me.

After my conversation with this man, I realized I had no reason for opting for chemical engineering. While some factors might have influenced my preference for chemical

engineering at that point in time, I had no clear picture of those factors. My conversation with this man made me understand that I needed a god to serve in what I was going study at the university. By god, I do not mean a supernatural being that is worshiped, nor do I mean the Almighty God, the perfect, omnipotent, omniscient creator and ruler of the universe, the principal object of faith and worship in monotheistic religions (The American Heritage Dictionary, 2000). By god, borrowing from Postman (1995), I mean a great narrative that has sufficient credibility, complexity, and symbolic power for an individual to organize their life around (p. 3). Such a god was not in chemical engineering for me. I eventually opted for business administration. It was a transformation for me, considering that I had no background in business related subjects. While studying Business Administration, my quest for knowledge prompted my interest in economics as a field of study. It was not long before I found myself in the Faculty of Education.

During one of my master's classes at Brandon University, *Introduction to Educational Administration* to be precise, a student teacher asked, why did you choose to be a teacher? The question was meant for all the class members. Many of my colleagues responded that they chose to be teachers because of their love for kids. My response, "I don't think I chose teaching; teaching chose me." While it is plausible to argue that decisions are constrained by some circumstances, what come out of decisions are the choices of the decision makers. In my case, the decision to come into the faculty of education, in spite of the circumstances, was mine. It was this reflection, from the past, with the thought of the future that led me to the questions – why are we what we are? Why do we continue to be what we are? These questions prompted my research – *Becoming Faculty: An Exploratory Study of the Factors Influencing the Decisions of Canadian Faculty to Choose and Remain in*

*Academe*. As an individual who hopes to become an academic, I consider this study personally meaningful. I also consider this study worthwhile, considering the fact that Canadian universities will require many faculty members in the future to respond to retirements, enrolment growth, and quality improvement standards.

### **Background**

*To become one of the most innovative countries in the world, Canada will need to have more researchers doing more research in more research institutions ... We [Canada] will also need more faculty who can teach a growing number of students and mentor them as they develop research projects that have the potential to dramatically alter the way we think and live.* (Association of Universities and Colleges of Canada [AUCC], 2001, para 4)

The above quote reflects the significance of research in the innovative agenda of a nation. The quote highlights the central role of faculty members in teaching and mentoring students as they develop research projects that have the potential of altering the way we (human beings) live and think. Faculty serve as consultants to businesses and governments; they operate multi-level programs, manage research projects, warehouse historical data and publications, render service to the community, and contribute a knowledge base that maintains the standards of professions (Cobb, 1990). The above quote reiterates the importance of faculty in creating a skilled workforce. It is plausible to assert that what differentiates a skilled workforce from a mere workforce is knowledge – the education the individual receives that makes them skilled. The education system serves as a very important result, as well as a determinant, of the social and economic progress of a nation (Burrup, Brimley, & Garfield, 1996). One can argue, therefore, that positive correlation exists between a country's level of education and its socio-economic development.

Over the past years, employers have demanded higher education levels for employment. Between 1990 and 2005, about 1.7 million jobs were created for university

graduates in Canada (AUCC, 2006). Within the same period, about 1.3 million jobs were lost for those with a high school education or less (AUCC, 2006). The transformation of the labor market in favor of higher educational qualifications has further motivated Canadians to acquire more education. According to AUCC (2001), universities in Canada will collectively need to award 1.6 million bachelor's degrees and 330,000 graduate degrees by 2011.

While much has been said about the importance of education in creating an innovative economy and the need for Canadians to acquire more formal education, little is being said about the faculty who provide Canadians with such education. The quality of higher education and the ability of universities to perform their respective missions are inextricably linked to the quality and commitment of the faculty (Schuster, 1990). As higher institutions strive to provide students with quality education, they (higher institutions) need to attract and retain dedicated faculty members.

In 2005, there were more than 806,000 full-time and 273,000 part-time university students in Canada (AUCC, 2007). Canadian university enrolment will grow nationwide by between 70,000 to 150,000 full-time students over the next decade (AUCC). One of the challenges facing Canadian universities is the replacement of aging faculty members (AUCC). Baby boomers are beginning to retire at a faster rate than anticipated (H. D. Harrison & Hargrove, 2006). No challenge is more critical to the future of higher education than the ability of universities to plan and manage the concurrent mass retirements of aging faculty and mass recruitment of future faculty (Berberet, Brown, Bland, Risbey, & Trotman, 2005).

In the next 10 years, it is estimated that universities in Canada will collectively need to replace as many as 20,000 aging faculty and hire as many as 20,000 more to respond to



enrolment growth and quality improvement standards (AUCC, n.d.). To meet this need, there must be adequate, competent and dedicated Ph.D. holders who are willing to take faculty positions. Studies indicate that academic positions are not as attractive to Ph.D. students as other careers (H. D. Harrison & Hargrove, 2006, p. 23).

In the last decade, it is estimated that Canadian universities awarded about 38,000 Ph.D.s (AUCC, 2006). More than two-thirds of the doctoral degree holders are using their knowledge outside the academe: private, government, and non-profit making organizations (AUCC). The notion that Canadian universities are losing faculty members to United States' institutions is also an issue of concern. Though there is a divergent opinion concerning the emigration of professional workers from Canada to United States, William Leggett, the former Vice Chancellor of Queens University (as cited in Lewington, 1999) noted, "It is becoming increasingly difficult to attract the top candidate on our shortlist ... There is a big difference between getting the very best candidate and getting a candidate" (p. A57). While some contended that availability of more opportunities in the United States (compared to Canada) has made more scholars to migrate to the United States, a report of Statistics Canada concluded that there was no statistical evidence in support of a large-scale migration of knowledge workers from Canada to the United States (Statistics Canada, 2000).

With the battle for skilled workers in the knowledge economy, Canadian universities face the challenge of competing with the public and private sectors that attract skilled workers into their organizations. By investigating the factors that influence the decisions of faculty to choose and remain in academe, this study provides insights into what attracted faculty and how they are retained in Canadian universities. This study also provides an understanding of how young individuals can be attracted and retained in Canadian

universities. This study aimed at learning from the faculty of today, in discovering the next generation of faculty members.

### **Statement of the Problem**

A goal of every profession and organization is to attract competent practitioners. Recruitment, retention, and development of employees have been a major concern of the private organizations for many years, and are now concerns in academe. In order to fill the positions vacated by the baby boomers, Canadian universities have to be more competitive (locally and globally) in their search for dedicated faculty members. Such an effort may include, but not limited to knowing why people become faculty members in the first place. Understanding the factors that draw people into academe will be helpful in attracting and retaining the next generation of faculty members.

There are indications that Canadian universities are getting ready for this era of aggressive competition. Universities administrators in Canada are now using new recruitment tactics and faculty incentives to lure new faculty to their schools and to keep their top faculty in place (AUCC, 2000). Farquhar (1999) noted that universities have become more proactive in their search to fill faculty positions. Universities now approach the people they want to employ, rather than wait for them to apply (AUCC, 2000). The findings of this study may further help Canadian universities in attracting and retaining young individuals in academe.

### **Purpose of the Study**

Decision making is a vast and complex task (Evers & Lakomski, 2000). Decision may be defined as a cognitive process that involves selecting a course of action from among multiple available options. Like every career decision, the decision of an individual to become and remain as academic is subjective and influenced by many factors. The purpose

of this study was to investigate the factors influencing the decisions of faculty members to choose, and remain in, academe. An understanding of the factors that draw people into academe may help in preparing, attracting and retaining young individuals in academe.

### **Research Questions**

The purpose of this study was to examine the factors influencing the decisions of faculty to choose, and remain in, academe. Specifically, this inquiry addressed the following research questions:

- To what extent do personal values (academic lifestyle, passion for scholarship) and demographic classifications affect the decisions of faculty to choose and remain in academe?
- To what extent do personal communities (family, friends, relatives and employers) affect the decisions of faculty to choose and remain in academe?
- To what extent do institutional culture (academic programs, peer climate, etc) and socialization process (interaction, integration, and learning) at the university affect the decisions of faculty to choose, and remain in, academe?
- To what extent do financial compensation, job satisfaction and/or job opportunities outside the academe affect the decisions of faculty to choose and remain in academe?
- What other factors affect the decisions of faculty to choose, and remain, in academe?
- What can Canadian universities do to attract and retain young and talented individuals in academe?

### **Significance of the Study**

The world is becoming a global village. The success of a nation in this global village depends not on its past glory, but on its ability to compete in the global market. For a country

to survive the aggressive competition of this new economy, it has to be innovative. On the other hand, the ability of a nation to be innovative depends on its “people whose creativity is the wellspring of innovation and the institutions that facilitate and promote research and development” (AUCC, 2001, p. 1). Universities play a crucial role in developing and retaining the skills of workers who drive the innovation agenda of the country. As they expand boundaries of knowledge in all disciplines, universities also develop concrete solutions to the challenges that face the nation (AUCC).

From my perspective, the ability of universities to expand knowledge, and to develop solutions to the challenges that face the nation, depends not only on the available infrastructures (buildings and equipments), but also on the availability of faculty members. Just as a skilled workforce serves as the engine of growth in the economy, faculty serve as the power house to universities that facilitate research and development upon which the success of a nation depends. Unlike some other forms of organizations, the strength of a university is not measured by its financial assets, but by the quality of its graduates and faculty. On the other hand, the quality of the university graduates depends on the availability of talented faculty.

Canadian universities need to attract and retain young and dedicated individuals in academe. Doing otherwise will not only undermine national growth and development, but will also jeopardize Canada’s innovative agenda upon which the standard of living of Canadians depends. This study aimed at providing insights into the factors that attract faculty members into academe. The study brings to the reader’s understanding what it means to be a faculty member at a Canadian university. This study is of importance in creating awareness of the factors influencing the decisions of faculty to choose and remain in academe. The

knowledge gained from this study will be helpful in discovering and preparing the next generation of faculty for the academic work. This study is of further significance, considering the fact that Canadian universities compete for faculty with other organizations and universities around the world. It is the belief of the researcher that a study of this nature will help in increasing the understanding of how Canadian universities can attract and retain young and talented individuals in academe.

### **The Researcher**

I was born into a culture where education is believed to be an important tool for emancipation and where every parent strives to send their children to school. At the age of five, my parents decided that I should live in another state with my aunt, who was a teacher. Staying away from home was the beginning of my learning experience. My experience with my aunt gave me another perspective of life at a tender age. As an individual brought up by a teacher, I experienced the evolution of a curious and learning self. My curiosity and thirst for knowledge prompted my interest in various fields of specialization. It was my thirst for knowledge that landed me in the faculty of education in the first place.

While in my home country of Nigeria, I had the opportunity to live and interact with people of different cultures, ethnicities, religions and backgrounds. My National Youth Service Corps (NYSC) experience (a mandatory one-year national service for all Nigerian youth) also exposed me to a different kind of life experience. For approximately five years, I have lived in Canada, studying in a culture that is different from my home country. During my five years stay in Canada, I have taught at a community college for over a year. My experiences in these capacities (as a student and teacher in a different culture) have sensitized me to human reality, and have prompted my interest in how people come about their realities.

Husen (1999) noted that there are two major paradigms employed in researching educational problems. One, according to Husen, is “modeled on natural sciences with an emphasis on empirical quantifiable observations” (p. 32). The objective purists argued that social entities should be treated like physical phenomena, that reality is universal, regardless of whom the observer may be. “The other paradigm is derived from the humanities with an emphasis on holistic and qualitative information and interpretive approaches” (Husen, p. 32). The subjective purists contended that reality is a construction of an individual. Contrary to the purists (both the objective and subjective), my experiences in different cultural environments have made me understand that no reality is absolute. People understand things the way their knowledge and background permit. My experiences so far, have led me to conclude that human reality of social entities is neither purely objective nor purely subjective, but subjective-objective.

### ***Worldview and Philosophical Stance***

In simple terms, knowledge can be defined as the understanding of facts or truths. A truth or fact could be known through experience and/or other means. Evidence depends on the belief in which an individual grounds their knowledge (Husen, 1999). What constitutes reality to a researcher, therefore, depends on the paradigm from which that researcher operates. In his work, Husen noted, “A paradigm determines the criteria according to which one selects and defines problems for enquiry and how one approaches them theoretically and methodologically” (p. 31). At the same time, Husen concurred with Keeves (1999) that various research paradigms employed in education: empirical-positivist, hermeneutic, and ethnographic-anthropological are complementary to one another. In his campaign for unity of educational research, Keeves contended there is only one paradigm, but many approaches.

The purpose of educational inquiry is to address educational issues, and to provide a basis for action (Keeves).

In this study, I espoused a participatory worldview. The participatory worldview is an emerging worldview evident in the works of researchers such as Skolimowski (1994), Heron and Reason (1997), and Skrbina (2001). Participation, as a paradigm of research, was articulated by Heron and Reason. The paradigm, according to Heron and Reason, is based on “a subjective-objective ontology; an extended epistemology of experiential, presentational, propositional and practical ways of knowing; a methodology based on co-operative relations ... as well as an axiology which affirms the value of practical knowing in the service of human flourishing” (p. 274). The participatory paradigm is of the view that human knowing is both subjective and objective; that there are many ways of knowing the known; that human knows the known through cooperative approach; and that human strives towards knowing the known for the purpose of improving their world (Heron & Reason). The participatory worldview emphasizes the importance of self and the given cosmos in the knowledge equation; it also emphasizes the integration of action with knowing.

For this study, I adopted a co-operative or participative research method. In a co-operative research method, people collaborate to define the questions they wish to explore and the methodology to be utilized (Heron & Reason, 1997). Since this study involved the decisions of faculty to be in academe, the use of participatory method provides opportunity for faculty contributions. The participatory method expands inquiry beyond the perspective of the researcher and ensures subjects have meaningful contributions in the study. With that in mind, this study used both the quantitative and qualitative approaches. In approaching this study, I believe *there is a truth* or *truths* concerning the factors influencing the decisions of

Canadian faculty to choose and remain in academe. This truth (or truths) however, based on the collected data, is reported the way the researcher sees it.

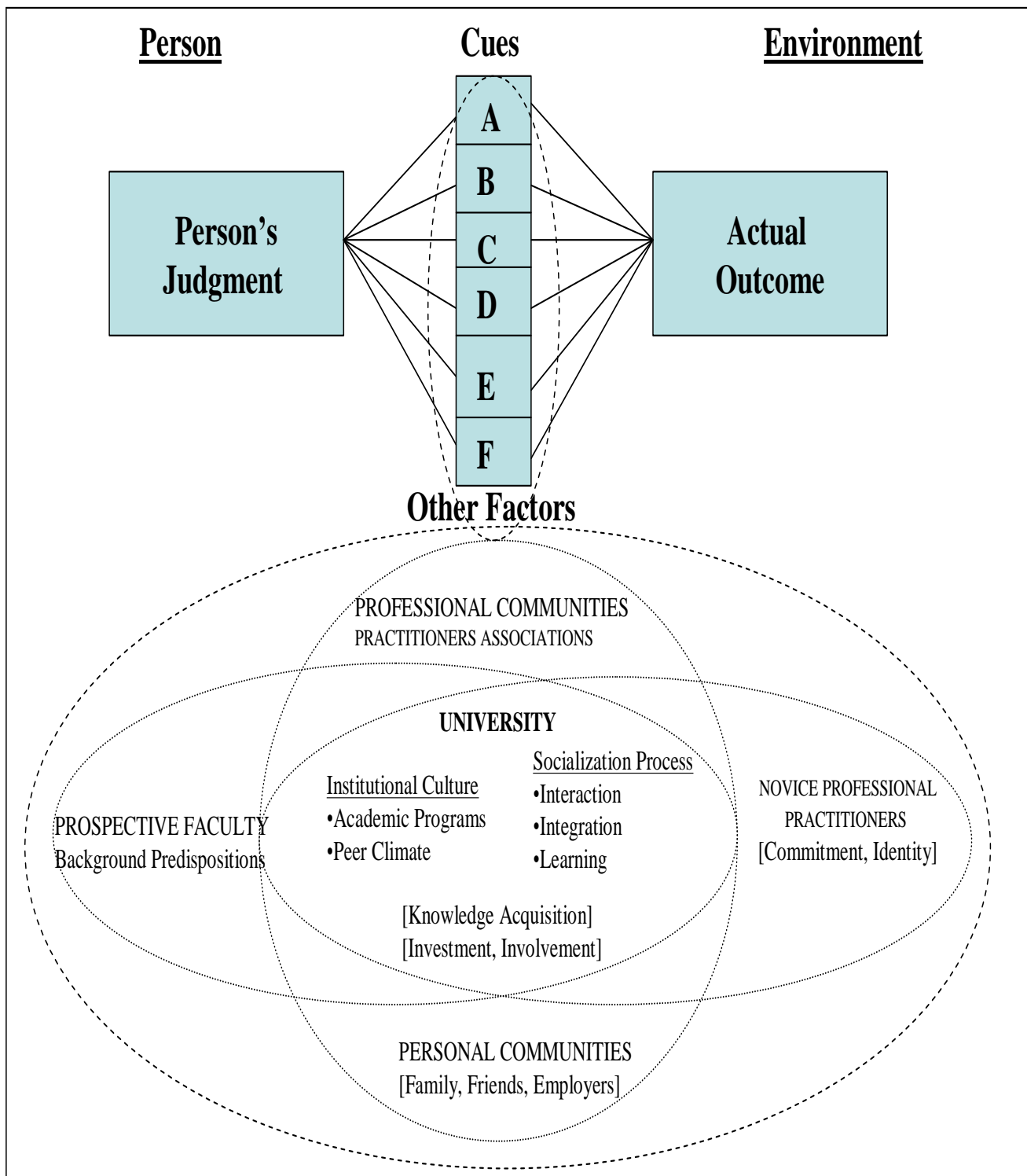
### **Conceptual Framework**

Making a career decision depends on an individual's judgment. On the other hand, an individual's judgment depends on the cues available to the decision maker, upon which the judgment is based. These cues are products of the environment and the decision maker's self. The information available to a decision maker (in the environment) and its perception (which depends on the decision maker's self and history) determine the judgment of the decision maker and the kind of career decision they make.

Figure 1 is a juxtaposition of Brunswik's (1943) lens model and Weidman, Twale and Stein's (2001) doctoral student socialization model. Figure 1 depicts how the personal, environmental and socialization factors of prospective faculty members affects their judgment in making career decision. From Figure 1, an individual makes a career decision based on the information (cues) available to them. The information (cues) upon which decisions are based are not intact; they are not totally objective, neither are they wholly subjective. The cues are decision makers' perceptions of what is there. Cue is a product of the decision maker self and what is in the environment. The cues upon which an individual bases their career decision also depend on their socialization.

This study was premised on the assumption that an individual decision is a product of the individual self, the environment, the socialization or interaction of the individual in the environment, and other factors. The research and survey questions were developed with the premise that personal, environmental, social and other factors impact participants' decisions to choose and remain in academe.





*Figure 1: Conceptualizing the Socialization and Judgment of the Decision Maker*

<sup>1</sup> Adapted from Brunswik's (1943) Lens Model and Weidman, Twale and Stein (2001) Doctoral Student Socialization Model.

### **Delimitations**

To understand the factors influencing the decisions of Canadian faculty to choose and remain in academe, this study was delimited to faculty at the University of Saskatchewan, Saskatoon. The study was delimited to the analysis and report of data stemming from questionnaires completed by the University of Saskatchewan's faculty members. This study was delimited to the use of quantitative and qualitative approaches, and was concerned with collecting the perceptions of faculty on the factors influencing their decisions to choose and remain in academe.

### **Limitations**

This research is a case of faculty members at the University of Saskatchewan, Saskatoon. There may be a limitation to the generalizability of this study to faculty in other parts of the world. To enhance transferability, the researcher collected data from a broad section of participants within the University of Saskatchewan, Saskatoon. All faculty members at the University of Saskatchewan were invited to participate in the survey. Time constraints were a limitation for this study. The data reported and analyzed were those collected between the months of October 2007 and May 2008. This study relied on data gathered through questionnaires, and was limited to responses received from participants.

Another limitation of this study was the researcher's *self*. The researcher's impact on the study may be a limitation. Keeves (1999) asserted that "the knowledge that research workers hold in their minds influences the ways in which they view real world and the issues that they address in their research activities" (p. 5). The researcher was the designer of the questionnaire, and was responsible for interpreting collected data. Nevertheless, the researcher tried to minimize the bias which the researcher's *self* may bring to this study. The

researcher aimed at achieving the objective of bias minimization by opening his mind. As Heron and Reason (1997) pointed out, “When we open ourselves to meeting the given we are arrested by the presence of the other; or put the other way, the other declares itself to us so that we resonate with its presence in the world” (p. 276). Opening one’s mind involves understanding and acknowledging that an individual approaches their research with a prior knowledge in the pursuit of a new knowledge. In other words, researchers do not approach research with a blank mind or *tabula rasa*.

### **Assumptions**

In this study, the researcher made the following assumptions:

- Faculty members were in academe because of their choices and decisions.
- The decision of an individual to become a faculty member was influenced by some factors.
- These influencing factors can be explained by participants or faculty members.
- The understanding of these factors, *if put into use*, will assist relevant authorities in devising strategies that are capable of attracting and retaining young individuals in academe.
- Participants were open and honest in their responses.
- Respondents were faculty members whose decisions to become faculty and remain in Canadian universities have been influenced by some factors.
- The responses received from participants were considered sufficient for findings and conclusions to be drawn.

### **Definition of Terms**

In this study, some concepts were used that may not be known to an individual who has no expertise in decision making theory and/or higher education. This section will serve as reference for such readers. To that end, the following concepts are explained:

- **Bounded Rationality:** A term used by Simon (1955, 1956) to represent a rational choice that takes into consideration the cognitive limitations of both knowledge and processing-capacity of human beings.
- **Choice:** An expression or selection of an option among options. Choice might be considered as a special case of decision (Cochran, 1991).
- **Cues:** Multiple pieces of information upon which people base their judgments for decisions (Hogarth, 1987).
- **Decision:** Lipham and Fruth defined decision as “A process influenced by information and values, whereby a perceived problem is explicitly defined, alternative solutions are posed and weighted, and a choice made that subsequently is implemented and evaluated” (as cited in Snowden & Gorton, 2002, p. 7).
- **Faculty Member:** An individual who is appointed by the University Board of Governors to the rank of Professor, Associate Professor, or Assistant Professor.
- **Goals:** Broad statements describing a desired outcome of an individual. They are internal representations of what an individual wants to achieve.
- **Knowledge Economy:** An economy characterized by the use of knowledge to produce economic benefits.
- **Mode of Decision:** The different capacities in which an individual makes decisions. There are three modes of decision – personal, professional, and civic (Brown, 2005).

- New Economy: A term used to imply that globalization and innovations in information technology had changed the way that the world economy works (Deardorff, 2000).
- Profession: The claim to “profession” rests on several principles: that practitioners of the profession possess specialized codified, expert knowledge, acquired through years of education, guided practice and induction; that they place the welfare of their clients above other considerations; and that the occupation takes collective responsibility for the definition, transmittal, and enforcement of standards of practice and norms of conduct (Sykes, 1999, p. 229).
- Professoriate: A group of college or university professors.

### **Organization of Dissertation**

This study is divided into six chapters. The first chapter contains the introduction, in which I discussed the problem. The chapter also contains the background, statement of the problem, purpose of the study, research questions, significance of the study, the guiding philosophy, delimitations, limitations, definitions of terms, assumptions, and organization of the dissertation. Chapter Two contains the review of literature relevant to the study. Chapter Three – the research methodology – highlights the research design, rationale and value of participatory method, sources of data, data analysis and processing, criteria for judging the research, methodological assumptions, as well as ethical consideration. In chapter Four, the findings that stemmed from the examination of the factors influencing the decisions of faculty to choose and remain in academe are presented and discussed. Chapter Five presents the summary and findings of the study. In Chapter Six, I discuss the themes and issues that

arose from the data, findings and their implications for theory, practice and research. Chapter Six is concluded with a closing commentary.

## **CHAPTER TWO**

### **REVIEW OF RELEVANT LITERATURE AND STUDIES**

Decision making is a basic responsibility of all human beings. People make decisions autonomously and/or cooperatively for themselves and the organizations in which they find themselves. While some decisions have little or no impact on the lives of the decision maker, others, such as deciding on a career or profession are life-shaping. Career decision is a big decision. Such a decision greatly impacts the lifestyle of the decision maker. The saying, “We are what we are because of the choices we make” may not be far from the truth. The fact that a decision made by an individual could determine the structure of that individual’s life makes decision-making an interesting and worthwhile topic of study.

A career decision is a decision that most people make. The decision of an individual to become a faculty member is life-shaping. Such a life-shaping decision involves mysterious and striking transformation (Cochran, 1991). When an individual is faced with a decision such as choosing a career or profession, the individual first wavers in doubt (Cochran). As Cochran stated, at the initial stage; “one is apt to be tentative, irresolute, half-hearted, divided, and confused” (p. 1). At the end of the decision, however, vacillation yields to firm purpose as the individual tends to be more committed, resolute, whole-hearted, unified, and coherent (Cochran). From what started as a troubling state of indecision, the individual moves to a state of resolution where a career choice is made. In moving from the irresolute state of indecision to the state of resolution, the decision maker puts some factors into consideration. These factors influence the career choice of the decision maker. It is these factors, as they relate to faculty members, that this study aimed. This study also extends to why faculty members remain in academe.

The literature review provides a starting place for understanding the factors influencing the decisions of faculty to choose and remain in academe. In particular, I examine the roles of faculty and the challenges facing the professoriate. The review of literature also explains decision making, modes of decision and phases of decision making. The literature review makes specific reference to phases of career decision; Cochran's (1991) phases of career decision are emphasized. To understand the factors influencing the decisions of faculty members to choose and remain in academe, this study reviews literature on factors influencing career decisions. It also reviews literature on factors influencing the decisions of professionals to remain in their profession. This review of literature concludes with a review of existing studies on becoming faculty.

### **Faculty and their Work**

The university, the workplace of faculty members, is "among the most dominant and enduring social organizations in the world" (Blackburn & Lawrence, 1995). Universities provide the education required for high-level jobs; they also provide the education necessary to develop personality. By high-level jobs, I mean jobs that require specialized and expert knowledge. University research increases the body of theoretical knowledge as well as its application to practical situations. Through their workers (faculty in particular), universities provide professional services to the community. Universities prepare students for the world; they also generate new ideas and knowledge. Universities are leaders that set the tone and direction for society, and faculty play a role in this leadership (Cobb, 1990).

All work has an essential mission, which reflects a basic societal need and which practitioners should feel committed to realizing (Gardner, Csikszentmihalyi, & Damon, 2001). The mission, according to Gardner et al., draws practitioners to the work, and stands



as a major sustenance that keeps practitioners going in times of conflict. The core mission of the professoriate is the pursuit and dissemination of knowledge and understanding through teaching, research and service. The University of Saskatchewan policy statement stated that the mission of the university is “*to achieve excellence in scholarly activities of teaching, discovering, preserving and applying knowledge*” (University of Saskatchewan, 1993). As part of the goals in achieving this mission, the University of Saskatchewan plan is to obtain appropriate human resources and manage them in a fair, efficient, and accountable manner (University of Saskatchewan). Faculty members are the energies that drive the mission of the university; they play critical roles in the realization of the university’s mission.

### ***Faculty Roles and Responsibilities***

The perceptions of faculty roles are shaped by a “dynamic interplay between institutional mission and reward structure, which exists within the context of organizational structure” (Cooper & Stevens, 2002, p. 164). The institutional mission and the reward structure, on the other hand, are driven by the expectations placed on the universities by the society. The roles expected of university faculty are usually stated in their institutional code of responsibilities and, in most cases, stand as bases for re-appointment, promotion, tenure (RPT) and salary increase. Below is an excerpt from the University of Saskatchewan 1992-1995 faculty collective agreement:

It is accepted that the criteria for the award of tenure may differ from department to department and from College to College as a result of conditions that are internal and external to the University. In all cases, standards of performance must be considered under various categories, and within these categories different standards may be set by departments and Colleges in keeping with their own particular circumstances. Standards of performance shall be established in the following categories:

- Academic credentials (degrees, diplomas, professional qualifications, etc);
- Teaching ability and performance where teaching is part of assigned duties;
- Knowledge of the discipline and field of specialization;

- Research, scholarly and/or artistic work;
- Practice of professional skills;
- Contributions to the administrative or extension responsibilities of the department, College, or University, or both;
- Public service and contributions to academic and professional bodies (p. 32).

The above excerpt shows that faculty members perform complex roles within their institutions and the society. In most institutions of higher learning, faculty are evaluated for tenure and promotion based on the trilogy of teaching, research and service. Nevertheless, the proportion of time a faculty spends in each area of scholarship varies from one institution to another. Faculty in research-based institutions see themselves more as researchers, and spend more of their time on research. On the other hand, faculty in community colleges see themselves more as teachers. This section reviews literature on the three traditional roles of faculty: teaching, research and service. The section also addresses the challenges facing the professoriate.

### ***The Teaching Role of Faculty***

Teaching in higher education has received much attention in recent times (Boyer, 1990; Felder, Stice, & Rugarcia, 2000; Neal, 1995; Smith, 1995). There is a growing public perception that faculty do not spend much time on teaching as they should, and that teaching sometimes lack rigor and originality (J.E. Harrison, 2002). The priority given to research over teaching has also ignited more debate over the issue of university teaching (J. E. Harrison). This debate has generated more inquiry into the work of faculty. Some scholars have focused on the relationship between research and teaching, viewing both as separate activities. Laabs (1987) asserted there is a dichotomy of publish or teach at universities. On the other hand, Siebert (1993) maintained teaching and research is a dual role of university professors.

Teaching affords faculty the opportunity to facilitate the growth and learning of others, and at the same time, offering faculty the opportunity to learn and grow themselves (Cooper & Nojima, 2002). In a study that examined the career roles of faculty in community colleges, Fugate and Amey (2000) stated faculty consider themselves more as teachers. The authors pointed out that faculty description of teaching goes beyond mere dissemination of information. Fugate and Amey suggested that faculty descriptions of teaching encompasses “facilitating the learning process of students, helping them to appreciate learning, exciting them with the learning process, providing avenues for students to acquire the subject matter, and heading students into a career or further education as well-prepared as possible” (p. 6). Teaching is the transformation of knowledge (Boyer, 1990).

Commenting on the present status of university teaching, Smith (1995) pointed out that faculty need to be more professional about their teaching roles. In his remarks, Smith wrote:

What leads professors to say that teaching is an important and satisfying part of the professional lives, yet to rarely talk to their colleagues about it? What leads faculty members to rarely recommend their colleagues for promotion on the basis of teaching; to rarely demand as part of hiring process, that each candidate be required to teach a lesson or prepare a course outline? Why is there no equivalent of medicine’s grand rounds where faculty members discuss their difficult cases in presenting concepts or the exciting experiments they are conducting in teaching? We seem to behave as if teaching is so straight-forward that it requires no special training, and yet so complex and idiosyncratic that mere training could never meet its extraordinary demands. (p. 22)

In spite of the priority given to research over teaching, teaching still remains an important scholarship of the professoriate. The scholarship of teaching is crucial to the work of present and future faculty.

### ***The Research Role of Faculty***

Research has become the major criterion for granting promotion and tenure in many universities. The idea was first implemented in the 1870s at Cambridge University, England (Frandsen, 2003). Research in North American universities dates back to 1895 when William Harper, the then president of University of Chicago, affirmed that consideration for promotion and tenure shall be based on research productivity (Boyer, 1990). Today, when people speak of being a faculty or scholar, it usually means having academic rank in an institution of higher learning, and being engaged in research and publication (Boyer). Research increases the theoretical body of knowledge. As part of their professorial work, faculty members are expected to carry out research and publish the findings of their research, usually in a refereed journal.

### ***The Service Role of Faculty***

Service is the third role of faculty. From the 19<sup>th</sup> century, higher education has shifted its mission not only to create the educated being, but also to serve a growing nation (Glassick, Huber, & Maeroff, 1997). As part of their professorial work, faculty members provide services to the community. The service role of faculty can be grouped into two categories: internal and external. Internal services are those rendered by faculty within their university. In their internal service roles, faculty serve in university boards, committees and other administrative positions. The external roles of faculty can be further categorized into two general, but not mutually exclusive categories: (a) Individual faculty responsibilities: those assumed by individual faculty as representative of their academic disciplines and professions, or those growing out of their scholarly achievements; and (b) Institutionally

based responsibilities: those relating to or extensions of their campus roles and responsibilities (Monat, 1990).

In their service as individual faculty to the external community, faculty undertake activities for which they are qualified as professionals (Monat, 1990). In such situations, faculty are not representing their university, but their profession. Consulting, training and advisory roles of faculty to businesses and organizations usually fall under this category. When organizations seek the services of faculty through contractual agreement with their universities, faculty serve in such role as representatives of their institutions. Inter-university consortia where faculty of different institutions come together to address issues of concerns are instances where faculty render institutionally based services (Monat).

In spite of the dichotomy created about the professorial work, Boyer (1990) asserted that discovery, application, integration and teaching are separate but related form of scholarship. Understanding the roles of faculty in these forms (as teachers, researchers and community service providers) is crucial to the preparation of the next generation of scholars. As Boyer pointed out, true scholars are those “who conduct research, publish, and then convey their knowledge to students (p. 15).

In this section, I discussed the roles of faculty. I pointed out that faculty function in three main roles as teachers, researchers and community service providers. In the subsequent section, I will discuss the challenges facing the professoriate.

### **Challenges facing the Professoriate**

The modern-day university faces challenges that affect its purposes and responsibilities, quality and integrity, and basic values (Conrad & Trani, 1990). The challenges facing the professoriate have been documented by scholars (Austin, 2003; Boyer

1990; Heggins, 2004). Public demands for accountability, enrolment increase, changes in student demographics, anticipated mass retirements and changing attitude about tenure are part of the challenges that face today's university. The challenges, in part, are grounded in the historical development of universities as multi-purpose institutions that respond vigorously to complex demands and opportunities presented by the larger society (Conrad & Trani).

In her work, Austin (2003) identified some forces of change or challenges affecting higher education. One of the challenges identified by Austin is public demand for accountability. Austin pointed out a growing skepticism among public and government representatives about the work carried out in academe. Questions abound about the quality of undergraduate education, their preparation for the workplace, how faculty members spend their time, and how money is allocated (Austin). Austin asserted there is a growing shift of emphasis from the teaching process to learning process and outcome. Given the expectation of the public (from the university) and the challenges faced by individuals struggling with the demands of the economy, there is tendency for the shift in emphasis from teaching to learning outcomes to continue (Austin). Other forces of change or challenges identified by Austin were fiscal constraint, rise of the information society and new technologies, increasing diversity of students, new educational institutions, postmodern approaches to knowledge, and changes in the demographics of faculty.

To cope with these forces of change or challenges, Austin (2003) suggested some essential skills that faculty must develop. First, she suggested faculty develop research abilities and appreciations. Austin stressed the ability to conceptualize and carry out research as a key skill of those who prepare to enter academe, regardless of the kind of institution or

position they intend to enter. In addition to being grounded in one's area of study, Austin posited the next generation of faculty must know how to connect their disciplines to other fields to address issues that demand interdisciplinary expertise and perspectives.

Austin (2003) suggested that faculty develop some knowledge of different ways of knowing and variety of methodological approaches so as to be able to interact with colleagues with different perspectives within the professoriate. Austin emphasized the importance of teaching in academe. The increasing diversity of students, the possibilities and challenges raised by technology-mediated instruction, and the trend towards learning outcome emphasis require that faculty develop knowledge and skills as effective teachers (Austin). Other skills expected of the new generation of faculty are: knowledge of uses of technology in education, understanding of engagement and services, communication skills appropriate for various audiences, expertise in working with diverse groups, appreciation of institutional citizenship and related skills, and appreciation of core purposes and values of higher education (Austin).

The perception of scholarship is another challenge facing the professoriate. The status of teaching and the definition of scholarship are issues of continuous debate in academe (Heggins, 2004). Initially, the priority of the professoriate was on teaching. "Later, service was emphasized, and finally, the challenges of research became the central focus" (Cooper & Nojima, 2002, p. 164). While service is considered as an essential part of faculty work, it is not formally rewarded. Scholars often theorize that "universities are established for a dual purpose: to teach, and to conduct research" (J. E. Harrison, 2002, p. 2), ignoring the scholarship of service. In recent time, there have been debates about the *dual purpose* of the university. While some scholars (Brew, 2003; Siebert, 1993) agitated for balance between

teaching and research, others (Axtell, 1998; Boyer, 1990) have called for a more comprehensive model of scholarship. Reward structures at many universities encourage research over other activities of the professoriate, and calls (Axtell; Boyer) are being made to address this imbalance.

Boyer (1990) seems to be the most quoted when it comes to redefinition of scholarship in higher education. Boyer maintained there is a need to broaden the concept of scholarship from the narrow positivistic model of scholarship of discovery that dominates the professoriate, to a more comprehensive model. The rationale behind Boyer's idea was that conceptualizing scholarship in this broader sense will allow faculty, regardless of their institutions, to begin focusing on the types of scholarship which best suit their discipline and interest. Boyer suggested a broader model of scholarship that would provide the possibility for equality concerning teaching, research, and service. Boyer (1990) re-conceptualized scholarship as four separate, yet overlapping concepts which include the scholarship of discovery, scholarship of integration, scholarship of application, and scholarship of teaching. Scholarship of discovery involves investigation – searching for new information; it involves searching for what contributes to the stock of human knowledge and intellectual climate of the institution (Boyer). On the other hand, scholarship of integration involves cross-disciplinary connections such as using theories developed in one discipline to create new discourses and ways of understanding in another discipline (Boyer).

Scholarship of application, generally known as service, is considered to be the most practical of all scholarships, yet the least rewarded. This scholarship seeks out ways in which knowledge can be used to solve problems and serve the community (Arnzen, 2003). For services to be regarded as scholarship, the “service activities must be tied directly to one's



special field of knowledge and relate to, and flow directly out of, this professional activity” (Boyer, 1990, p. 22). Boyer pointed out that knowledge is not necessarily first discovered and then later applied, that knowledge can arise out of the act of application. According to Boyer, theory and practice essentially interact and one renews the other.

Boyer (1990) also put forth the scholarship of teaching. Boyer asserted that the responsibility of faculty goes beyond developing expertise in their field. He stated that faculty should be able to present what they know so that others might understand it. Boyer noted that faculty should be able to mentor and motivate students towards learning. Teaching goes beyond mere transmission of information; it involves “facilitating the learning process of students, helping them to appreciate learning, exciting them with the learning process, providing avenues for students to acquire the subject matter, and heading students into a career or further education as well-prepared as possible” (Fugate & Amey, 2000, p. 6).

The imbalance in the professorial roles and the calls for a renewed focus of scholarship pose great challenges to the work of faculty. These challenges will result in new ways of thinking and doing within academia. The new changes will have profound influence on the work and lives of faculty; it will also affect future faculty. These challenges will have huge implications for the preparation of future generation of scholars. The next generation of scholars may have to re-conceptualize scholarship and embrace Boyer’s (1990) model of scholarship.

In this section, I discussed the challenges facing the professoriate. I pointed out that calls (Axtell, 1998; Boyer, 1990) are being made for re-conceptualization of scholarship. In the following section, I discuss the concept of decision making.

## **Decision Making**

Decision making is a basic and recurrent human activity. Individuals make decisions in different capacities. As private individuals for instance, people decide whether to attend a university. They also decide which university to attend, when to attend, and what courses to study. In their official capacity, school administrators make decisions on behalf of the school. As members of the Canadian society, people decide whether to vote in an election. They also decide the party of their choice. Yet, they usually cannot explain how or why they get them (the decisions) the way they are. People are generally unaware of how they make decisions and often why they prefer one alternative to the others (Hogarth, 1987). This section reviews literature on decision making. In particular, this section examines the nature of decision making under which I consider the modes of decision. This section also explains phases of decision making, Cochran's (1991) phases of career decision making, factors influencing career decisions, and factors influencing the decisions of professionals to remain in a profession.

### ***The Nature of Decision Making***

To a layperson, a decision may be regarded as an option made after due consideration. Baumann and Debb (as cited in Bryans & McIntosh, 1996) defined decision making as "situations in which a choice is made among a number of multiple alternatives, often involving trade-offs among the values given to different outcome." Baumann and Debb's definition suggested that decision making involves trade-offs. The definition also suggested that the outcome of a decision depends on the value placed on the available options by the decision maker. On the other hand, Baumann and Debb's definition

considered a special case of decision – choice. The definition portrays decision as a situation and ignores the process.

Lipham and Fruth (as cited in Snowden & Gorton, 2002, p. 7) provided a more comprehensive definition when they defined decision as “a process influenced by information and values, whereby a perceived problem is explicitly defined, alternative solutions are posed and weighted, and a choice made that subsequently is implemented and evaluated.” Brown (2005) defined decision as the *broader process* within which a choice among specific options is made. Brown’s definition relayed a vital message that decision is a broader process within which choice is a part. Decision making is “the process of arranging and rearranging information into a choice or action” (Gelatt, 1989, p. 253).

From the above definitions (Brown, 2005; Gelatt 1989; Lipham & Fruth, as cited in Snowden & Gorton, 2002), common themes can be deduced of decision making. It can be deduced that decision making is a process. A process is a series of interactions or tasks that lead to a particular course of action. It can also be deduced that decisions are influenced by information, human judgments, and values. From the above definitions, it is evident that decision making involves choice. Making a decision also involves action.

Choice and decision are two different concepts that are often confused. Decision has been defined as “a process influenced by information and values, whereby a perceived problem is explicitly defined, alternative solutions are posed and weighted, and a choice made that subsequently is implemented and evaluated” (Lipham & Fruth as cited in Snowden & Gorton, 2002, p. 7). On the other hand, choice is an expression or selection of a preference among options. Decision is a broad concept of which choice is a part. As Cochran (1991)

noted, decision is a broader concept, and choice might be considered as a special case of decision (p. 14).

For a better clarification of the difference between choice and decision, consider the case of an individual contemplating on whether to buy a house. Also assume that the individual eventually decides to buy the house. At the beginning, the individual wavers in doubt as to whether to buy or not buy. In making a resolution between these two alternatives (to buy or not buy), the individual weighs the options. The evaluation of options would be based on the individual's values, beliefs, preferences, the information available to them, and some other factors. The individual then, selects between buying and not buying (the two available options). The whole process from when the individual wavers in doubt up to when he or she takes action towards purchasing the house can be regarded as the decision making process. The choice situation is when the individual expresses or selects a preference among the two options that he or she was going to buy a house. At the point of choice, resolution has been made, and each available house for sale has the possibility of being selected.

### ***Modes of Decision***

There are three modes of decision namely: personal mode, professional mode, and civic mode (Brown, 2005). A personal mode is one in which a decision is made by an individual for themselves. Career decisions fall under the category of personal mode. Most of human's daily decisions are personal. These kinds of decisions are small in scope (Brown). Among these kinds of decisions are decisions involving the following questions: Should I purchase a house? Should I attend a university? Should I study for a Ph.D.? Should I become a professor? Should I teach at a Canadian university? Should I teach at the University of Saskatchewan? Should I remain in the academe? Should I remain at a Canadian university?

A professional or organizational decision is one in which a decision is made by an individual on behalf of the organization or others (Brown, 2005). These kinds of decisions are usually made in the official capacity of the decision maker. A decision made by a school administrator on behalf of the school falls under this category. Such decisions may include: Should school district A and B be merged? Should the department employ more faculty members? Should more graduate students be admitted? Should new courses be introduced? Should the course requirements for graduation be increased? The consequence of a professional decision has influence on the stakeholders who share interest in the decision. Such a decision is participative as other stakeholders are usually involved in organizational or professional decisions.

A decision is civic when a private individual decides on public issues (Brown, 2005). Civic decisions share similarities with both the personal and professional modes. A civic decision is similar to a personal decision in the sense that the decision maker makes decisions as *private* individual in both cases. By private, I mean a decision is made by an individual in their personal capacity. On the other hand, they (civic and personal decision) differ because the consequence of a personal decision has personal influence on the decision maker. The consequence of a civic decision may have no *personal* influence on the decision maker.

As it is with a professional decision, the consequence of a civic decision has no personal or direct influence on the decision maker. However, a civic decision maker spends less time on thinking about a civic decision. Unlike in professional decisions, civic decision makers are not directly responsible for their decisions (Brown, 2005). Civic decisions include: Should Canada support the invasion of Iraq? Should Quebec be allowed to separate

from Canada? Should Quebec be recognized as a sovereign nation within a United Canada?  
Should the federal government control natural resources?

### ***Decision Theory***

Decision theory is a concept developed to make sense of how decisions are made, or should be made. Decision theory is an interdisciplinary area of study; it is a joint effort of the economists, mathematicians, philosophers, and social scientists towards the description and prescription of decision (Resnik, 1987). There are two main branches of decision theory namely: (a) descriptive decision theory, and (b) normative or prescriptive decision theory. Descriptive decision theory describes how real people make decisions, while normative decision theory describes how decisions ought to be made. Because of the prescriptive nature of normative decision theory, it assumes a rational decision maker.

### ***Rationality in Decision Making***

Snowden and Gorton (2002) posited that “the ability to make effective decisions is vital to the successful performance of a school administrator” (p. 3). The assertion is also true of an individual considering a career decision. The yardstick used for evaluating the effectiveness of decision is rationality. Whether a *rational* decision produces a desired consequence is an issue of debate. Rationality is a word with many connotations. Yet, it has a positive connotation as something an individual should try to acquire (Wenstop, 2005). In economics for instance, rationality usually refers to a means-ends relationship. Thus, the economists describe rational allocation of scarce resources as the achievement of the best possible output from a given input (McConnell, Brue & Barbiero, 2005).

The word rational derives its origination from the Latin word *ratio*, meaning reason. To be rational therefore, means exercising the ability to reason. Making reference to the

principle of rationality (as it is often called in Economics), Lagueux (1997) described the concept as “the principle according to which people act rationally in the sense that they tend to adopt means which, according to them, are oriented towards the satisfaction of their goals” (p. 2). The principle of rationality holds that people would not refrain from taking means which are oriented towards achieving their goals.

In the context of decision making, rationality is the ability to make perfect use of information in making a decision. By perfect, I mean complete use of information without any human bias. Rational decision making has to do with selecting ways of thinking and acting to serve an individual’s ends or goals or moral imperatives, whatever they may be (Winterfeldt & Edwards, as cited in Galotti, 2002). A rational decision is based on the assumption that an individual has complete knowledge about all the details of the situation. It is also assumed (in rational decision) that the individual decision maker has the ability to compute information with perfect accuracy. A rational decision is one in which the decision maker takes *all* information into consideration with perfect accuracy.

### ***Phases of Decision Making***

Making a decision requires an individual to pass through a series of tasks. According to Galotti (2002), “these tasks might, in typical case, be ordered so that one task is completed before the next one begins” (p. 4). When tasks have predetermined order to them, they are referred to as stages (Galotti). I have used phases to imply that those tasks may or may not have predetermined order to them. The use of phases suggests that the performance of one task may overlap with the performance of another; that some tasks can be skipped, and that tasks can be carried out in different orders (Galotti). For this reason, the researcher will refer to these tasks as phases of decision making.

A number of decision making models have been theorized by researchers (Carroll & Johnson, 1990; Cochran, 1991; Galotti, 2002; Snowden & Gorton, 2002). Among the commonly used models are the five-step model, the seven-step model, and the nine-step model. The five-step model usually involves the following phases: definition of the situation, generation of alternatives, information gathering, selection of choice, and taking action. The seven-step model includes recognition, formulation, alternative generation, information search, judgment or choice, action, and feedback (Carroll & Johnson). The nine-step model is widely used for organizational decision and usually involves: identifying the objectives, conducting a preliminary survey, identifying the concerned values, assessing the importance of the decision, budgeting, devising decision strategy, identifying options, evaluating options, and making selection. For the purpose of this study, I will adopt a seven-step model. The seven-step model begins with the need for a decision, and from my perspective, provides a better basis for understanding career decision than the other two models. The seven-step model of decision making includes: the need for decision, defining the situation, identifying options, gathering information, evaluating options, making a choice, and taking action.

### ***The Need for a Decision***

Every decision making starts from a state where the decision maker lies at the middle of indecision (Cochran, 1991). This phase of decision making is cognitive and sometimes ignored in many decision making models. The phase of indecision is crucial in career decision making. At this phase, the decision maker is indecisive and *feels* the need to make a decision. The indecisiveness makes the decision maker vacillate in doubt. At this phase of decision making, the decision maker has the natural tendency to be tentative, irresolute,



divided, and confused, among other things (Cochran). The disturbing suspension of indecision calls for a decision.

### ***Defining the Situation***

As soon as a resolution is made between decisiveness and indecisiveness, and the decision maker feels the need to make a decision, the next task is to define the situation (Cochran, 1991). Defining the situation involves understanding what is at stake in the decision. In a career decision, it is at this stage that the decision maker tries to understand what it means to be in a career or profession. It is also at this phase that the decision maker sets their goals. Goals are crucial in the decision making process. Goals drive the decision maker through the decision making process.

The process by which people formulate and attempt to attain goals has received much attention in literature (Galotti, 2002). The attention given to personal goals is evident in James (1983), Little (1998), and Pinker (1997). In the context of decision making, goals are broad statements describing a desired outcome of an individual. Goals are internal representations of what an individual intends to achieve. Commenting on the importance of goals, Kruglanski (as cited in Galotti, 2002) wrote:

Much human activity revolves around the pursuit of goals. Goals energize our behavior and guide our choices; they occupy our thoughts and dominate our reveries. Failure to attain them causes pain and suffering, whereas their successful attainment may bring about a pleasure and satisfaction. Goals lend meaning and direction to our existence; a purposeless life, devoid of significant goals, is often described as inferior and empty. (p. 11)

There are various classifications of goals. Elko (1997) categorized goals into product goals and process goals. Elko defined a product goal as what an individual wants to achieve; he described a process goal as what the individual will do to get what they want to achieve. Elko referred to a process goal as a prescription for success, and argued both the product goal

and process goal are interwoven. Other classifications of goals have been put forth by scholars. McGregor and Little (1998) categorized goals into goal efficacy and goal integrity. Goal efficacy has to do with an individual's attempt to shape their environment, while goal integrity has to do with the extent to which the activities of an individual are consistent with their defining personality.

Wadsworth and Ford (1983) provided six taxonomies of goals. They classified goals into personal growth and development, family life, school/work, social life, leisure, and environmental. Adopting a broad perspective, Galotti (2002) considered the various dimensions of goals. She argued that goals differ in terms of content, time frame, complexity, difficulty, specificity, controllability, degree of realism, centrality, and autonomy of goals. Regardless of how an individual classifies goals, it is essential that a decision maker defines their goals. Through an individual's goal or goals, others get a sense of the situation and what the decision is all about.

### ***Identifying the Options***

Upon the definition of the situation, the decision maker begins to identify the available options. Options are numbers of things or situations from which a choice or choices can be made. At this phase, the decision maker also looks at other options that are available besides the ones that are obvious (Cochran, 1991). The ability of an individual to identify more options depends on the individual's experience, knowledge, skills, and consultation with other people. In a career decision, the beliefs, values, and personality of an individual play a great role in what the individual considers as options.

### ***Gathering Information***

In making any decision, the decision maker acquires information not only about options, but also about likelihood of outcomes, and the criteria to be used in evaluating options (Galotti, 2002). Information is crucial to decision making. The decision maker requires information in setting goals. They also need information in identifying options. At this phase of decision making, the decision maker gathers information about the available options, as well as the likelihood of their outcomes. In the case of a career decision, the decision maker begins to gather information about professionals, their occupation, their lifestyles, the benefits that come with their occupations (economic and non-economic), the satisfaction they (professionals) derive from their job, the respect they command in the society, and the requirements for such a profession. At this phase, the career decision maker makes consultations, usually with counselors, family members, and close friends.

### ***Evaluating the Options***

Making a good decision requires the decision maker to make intelligent use of available information. At this phase of decision making, the decision maker relates the information gathered to their goals, values, beliefs, preferences, and principles. A decision maker who fails to adequately assess the various options under consideration may likely face consequences in the process of implementing their decision (J. R. Harrison & March, 1984). Adequate evaluation involves considering all available options (to the best of the decision maker's knowledge and ability), weighing their consequences, assessing their possibilities, and putting into consideration the decision maker's personality. An individual who dislikes mathematics, but decides to study physics or economics in spite of their awareness that such

courses require a sound quantitative background may not have made adequate use of the available information.

With specific reference to the school administrator as a decision maker, Snowden and Gorton (2002) maintained two factors must be put into consideration while evaluating the available options. The first factor to be considered is the capability of the decision maker in implementing the outcome that stems from the decision making process. Snowden and Gorton contended the initial question a decision maker must ask is “to what extent do I possess the competency, resources, personal influence, or power necessary to implement this alternative?” (p. 10). When assessing options, the decision maker takes into consideration the compatibility of the options with their personality. For instance, an individual who dislikes argument needs a second thought in selecting an option of becoming a trial lawyer.

A second factor to be considered by a decision maker in assessing options is the type of reception that will be given to the decision by those close to the decision maker (Snowden & Gorton, 2002). This factor suggested that a third party may influence an individual’s decision. The decision maker considers how those who are close to them react to their decision. Snowden and Gorton suggested that the decision maker ask certain questions for each available option. Among the suggested questions were: Who can I count on for support? How solid would the support be? What would be the likelihood that certain people would not support the course of action implied in each option? Is it possible for me to change the attitude of those close to me regarding the course of action embedded in this decision? It is at this point that the decision maker’s judgment becomes crucial.

### ***Judgment.***

Judgment, the capacity to assess situations intelligently and to draw sound conclusions, is an inevitable aspect of life. What constitutes intelligent assessment, however, varies from one individual to the other. Judgments are products of the interaction between the structure of tasks and the nature of the human information-processing system (Hogarth, 1987). As an individual who was going into the doctoral program in Educational Administration for instance, I made a judgment concerning the school I was going to attend and the topic I was going to research for my dissertation. I also made a judgment about the time I was going to spend for the program. While it was impossible for me to gather perfect information concerning the quality of doctoral programs in different schools and the average completion time, I made a judgment based on my intuition. Most judgments of such are made intuitively. Even when a great deal of information is gathered, the onus of making a judgment and/or choice rests on the decision maker. As the decision maker (in my own case), I had to make a judgment and decision, putting into consideration the consequences of each course of action (to the best of my knowledge and ability). Judgment is personal; it depends on an individual's personality.

### ***Bases of judgment.***

Human judgments, in many cases, are based on their intuition. Intuition, on the other hand, is indirectly influenced by our history – how we treat life, and how life treats us. Intuition is the act of knowing or sensing without the use of rational processes. Even when judgments are based on rational reason, the decision maker makes use of the information that is available to them. The information used by the decision maker is not intact. Contrary to the rationality beliefs that human beings have perfect knowledge of information and the capacity

to compute it accurately, Simon (1955) posited that people have limited information and processing capacity. Some theorists (Hogarth, 1987; Simon, 1956) argued that how options are evaluated in the rational model of decision making does not truly portray how real people make decisions.

Arguing in favor of Simon (1955, 1956) that humans do not possess perfect knowledge of information and the capacity to compute it accurately, Hogarth (1987) posited that the limited information-processing capacity of human beings poses four major consequences. Hogarth identified the following concerns: perception of information, the nature of processing, processing capacity, and memory (p. 4). Hogarth elaborated that there is nothing like perfect knowledge of information, but *perception* of information. He stressed that “perception of information is not comprehensive, but selective” (p. 4). Hogarth maintained people can perceive only 1/70<sup>th</sup> of what is present in the visual field at one time. He emphasized that anticipation plays a great role in what people see, and that humans (to some extent) see what they want to see.

Human limitations in information-processing capacities have compelled them (humans) to accept the uncertainty of the environment. Human inability to *perfectly* foretell the future shows that the environment is *probabilistic*. The source of the uncertainties lies within an individual rather than in the environment (Hogarth, 1987). Hogarth advocated two reasons why he believes uncertainty resides within an individual rather than in the environment. First, Hogarth maintained, “Explicit recognition of uncertainty can save you from deluding yourself” (p. 13). Second, he claimed, accepting uncertainty may paradoxically help an individual to gain control of the environment.

Elaborating on how human beings process information, Hogarth (1987) contended people cannot simultaneously integrate a great deal of information; he posited human processing of information is done sequentially (p. 4). Further, Hogarth stressed that the actual sequence in which information is processed may bias an individual's judgments. According to Hogarth, the human way of acquiring information is across time; the sequence of events observed is important in making anticipations leading to action. The point being made by Hogarth was that human beings constantly adjust their judgments based on the information they receive.

Hogarth (1987) argued that human beings do not possess intuitive calculators that allow them to make optimal calculations. He maintained people use simple procedures or tricks (heuristics) to reduce mental efforts. He argued that human beings cannot access information objectively in its original form like computers. Hogarth contended "human memory works by a process of associations that reconstructs past events" (p. 6). Fischhoff, Slovic, and Lichtenstein (as cited in Hogarth, 1987) wrote:

A nice example concerns two scientists who were trying to remember the dates of a conference that they both remembered as having been announced to last 4 to 5 days. One scientist maintained that the dates were March 30 to April 3, the other from April 30 to May 3. The first scientist was sure because he specifically remembered March 30 in the circular announcing the conference. The other was equally sure since he specifically recalled the date of May 3. They both consulted the circular letter to settle the dispute. The letter, to their mutual surprise, gave the dates as March 30 to May 3. This was obviously a mistake but it illustrates the point that memory is informed by reconstructing fragments of information. In this case, disagreement arose because the scientists reconstructed from different bits information (p. 6).

Hogarth (1997) used the above illustration to argue that human perception of information is selective. Human beings, *to some extent*, see what they want to see. People give meaning to information by the way in which their experiences and knowledge permit.

The illustration, according to Hogarth, also supports the claim that human beings have limited memory.

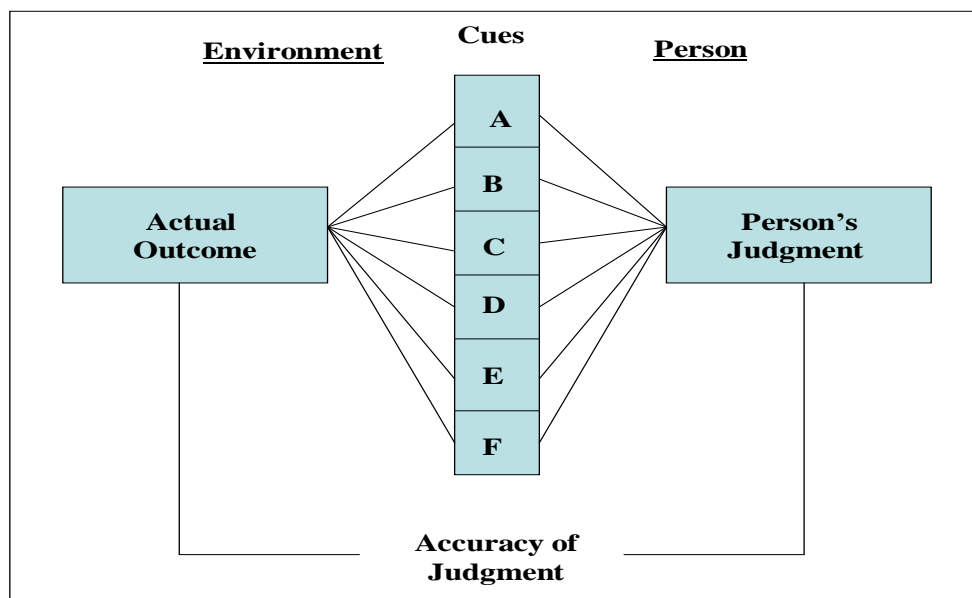
***The context of judgment.***

Every judgment occurs within a context. When an individual is asked what they intend to study at the university for instance, the individual refers to a body of knowledge. This body of knowledge is that which have achieved reality in the individual's world. In answering the question, the individual makes reference to their memory concerning the courses that can be studied at the university. After considering the courses, the individual starts pruning the options down to the point where they select a particular course of choice. Judgments are made based on the points of reference or cues believed to be related to the situation at hand (Hogarth, 1987). An individual cannot aspire to be a professor if they have no idea whatsoever, that some people are professors. It will be improbable for an individual to aspire to be a faculty member if that individual has no prior information about the responsibilities of professors. For an individual to make judgment, judgment must be informed by information (cues).

Brunswik (1943) explained how behavioral achievements are made through the lens model. Judgment is an essential component of behavioral achievement. Brunswik noted that "each class of behavioral achievement can be represented with a composite picture covering extended periods of time, by a bundle of light rays passing through a convex lens from one focus to another, with a scattering of the causal chains in the mediating layers" (p. 258). Brunswik identified two systems. He maintained that the accuracy of judgment depends on the interrelations of these two systems. Brunswik called the first system the environment or criterion system. He referred to the second system as the human system. The environment



system, as shown in Figure 2, is the real network of relations between cues in the environment and the event to be predicted; the human system is the network of relations between cues in the individual's mind and their predictions (Hogarth, 1987). Cues are multiple pieces of information upon which people base their judgments. Because the decision maker believes in these pieces of information, the pieces of information inform the decision maker's judgments. Cues and judgments are believed to be probabilistically related; they can be measured through regression analysis (Brunswik, 1955).



*Figure 2: Brunswik's (1943) lens model*

Figure 2 shows that an individual makes judgments about an uncertain event (say, career profession) on the basis of cues A, B ...F. While the lens model provides useful information that judgments are made based on cues, it does not tell how an individual arrives at the judgments. The model describes outcome and not process; it does not also tell how long it takes to arrive at a judgment. The linearity of the model is also a major concern. Nevertheless, the model shows that judgments are made based on cues. The model also

shows the kind of information that is being used in making judgments. Judgment helps in the evaluation of options, and guides in making a choice.

### ***Making a Choice***

Judgment and choice are two different activities that are interwoven. The choices made by individuals depend on their judgments. Choice is the expression or selection of an option among multiple options. In many decision making models, there is an assumption that when a decision maker follow through the phases (or stages) of decision making, the best available option will become visible (Snowden & Gorton, 2002). Such an assumption is rooted in the rational model of decision making. The idea of a *rational man*, as it is now known, is a wishful thinking. No human being has perfect knowledge of information. No one individual has the information-processing capacity required of a *rational man*, nor does any one have the capacity to process information with perfect accuracy.

Simon (1956) reiterated the limits of the human being as a *rational man*. He argued that people do not optimize, but *satisfice*. In his works, Simon argued the idea of a *rational man* who optimizes is a mirage. Simon posited the informational and computational limits of human beings makes impossible the idea of a *rational man*. He maintained human beings usually do not know the relevant probabilities of outcomes, that they can hardly evaluate all outcomes with sufficient precision. Instead, Simon proposed the notion of bounded rationality.

Bounded rationality is a term used by Simon (1955) to represent rational choice that takes into consideration the cognitive limitations of both knowledge and capacity of human beings. Simon conveyed that people develop decision procedures that are reasonable, given the constraints, even though they might not be sensible if the constraints were removed.

Simon referred to these procedures as *satisficing*. Satisficing is the idea of finding an option that is sufficient to meet the needs of an individual, which at least, minimally satisfies their criteria (Simon). He also contended that human beings adopt satisficing in making choices.

### ***Taking Action***

The last phase of decision making is taking action. Upon the selection of an option, the decision maker takes action that would lead to the accomplishment of their desired option. This phase of decision making is often ignored in many decision making models. People assume that the emergence of a choice automatically implements itself. When an individual makes a choice of becoming a professor for instance, the individual needs to take actions that would lead to their desired profession.

In this section, I pointed out that decision making is an essential responsibility of every human being. I maintained that decision making is both a process and an outcome. In the following section, I discuss career decision. Reference is made to Cochran's (1991) model of career decision.

### **Career Decision**

Career decision is a different kind of decision. Unlike other kinds of decisions, career decisions have significant implications on the lifestyle and personal satisfaction of the decision makers. While some people find a career decision relatively easy to make, many encounter difficulties in the process. The inability of an individual to deal with the difficulties encountered before and during career decision-making may lead them to opt for a career that is less satisficing. Locating an individual's career decision-making difficulties are among the first steps in providing them the help they need (Amir & Gati, 2006).

There are few theories (Broscio & Scherer, 2003; Cochran, 1991) that specifically describe the phases in which people pass through in making career decisions. People usually explain career decision using the phases described above with the assumption that same process could be applied to career decision making. Even when phases of career decision are spelled out, such models are prescriptive. They are prescriptions of how *rational* people *ought to* make career decisions, and not descriptions of how people make decisions.

Broscio and Scherer (2003) provided six steps to creating career decision framework. Broscio and Scherer contended the first step in career decision is to reduce the barrier associated with decision making. Broscio and Scherer advised career decision makers not to think traditionally that someone was going to make their career decision for them. In particular, they suggested that decision maker take emotion out of the decision equation, and gather enough information. Broscio and Scherer remark suggested that decision makers can take emotion out of their career decision. Other steps suggested by the authors were: make use of a decision tool, clarify your needs, be aware of the opportunities, seek information on potential organization, and make an informed choice.

### ***Phases of Career Decision***

Taking a descriptive perspective, Cochran (1991) presented how people make career decisions. Cochran argued that career decision involves four phases with each phase incorporating and building from the preceding phase. Cochran identified those phases in the following order: incompleteness, positioning, positing, and completion.

#### ***Incompletion***

Incompletion is the first phase of career decision (Cochran, 1991). At this phase of career decision making, the decision maker feels the need or desire for a decision – in terms

of what they want to live to do or do for living (for those who are not already in any occupation or profession). For a person who is already in an occupation or profession, such an individual experiences a gap in their vocational or professional lives, and feels a sense of incompleteness. Even when such an individual earns a good pay, they occasionally encounter events that remind them of their incompleteness.

At this phase, the decision maker becomes a spectator of their own life, wavering in doubt. Describing the situation of the decision maker at the phase of incompleteness, Cochran (1991) wrote:

Certainly, gathering information might be done, but means knowledge is impotent without a drama that endows it with meaning ... One is in a situation that is analogous to a novelist whose plot has not yet crystallized. The task is overwhelming, too much for sheer calculation. One calculates and imagines, struggles for understanding and surrenders to intuitions and images that forward understanding. The understanding cannot be deliberately forced. (p. 40)

Cochran posited the decision maker needs composition and courage to move to the next phase. At this phase, encouragement becomes crucial to the decision maker (Cochran). Through composition and encouragement, the decision maker *begins* to reclaim their lives.

### ***Positioning***

The second phase of career decision making is *positioning*. At this point, incompleteness is not left behind, but incorporated into a more dynamic phase (Cochran, 1991). From a passive state of incompleteness, an individual moves to a *more* active phase of positioning (Cochran). The career decision maker becomes aware of what is at stake in the decision, as well as what they want to do. They (career decision makers) also spell out their preferences. At this phase of decision making, an individual moves from a state where they waver in doubt to a state where they take a position that reduces doubt. Also at this phase, an

individual is able to weigh priorities, compare options; review risks and costs, and validates judgment (Cochran).

### ***Positing***

Upon positioning, the next phase of career decision making is positing. Cochran (1991) defined positing as “acting from position that actualizes that position” (p. 50). At this phase, the decision maker takes full ownership of their career. Also at this phase, the career decision maker clearly articulates what they want to do.

### ***Closure***

The last phase of Cochran’s (1991) career decision making model is closure. Closure is a sense of completion or incompleteness; it indicates the completion of a career decision making process. At this final phase, an individual feels settled, whole-hearted, firm, unwavering ... the matter is settled, and the decision maker is released into a more whole-hearted pursuit of a course of action (Cochran). At this phase, the decision maker has indicated a career choice and begins action aimed at achieving the preferred career choice.

### ***Factors Influencing Career Decisions***

Literature abounds on the factors influencing career decisions (Boysen & Ringley, 2005; Henderson, Hunt, & Williams, 1996; Parsons, 1909; Westwood & Ishiyama, 1991). Factors influencing career decisions include: personal attributes, demographical factors, historical factors, societal and social influences. Parsons (1909) identified three factors that need to be considered in making a career decision. Parsons wrote:

In the wise choice of a vocation there are three broad factors: (1) a clear understanding of yourself, your aptitudes, abilities, interests, ambitions, resources, limitations, and their causes; (2) a knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities and prospects in different lines of work; (3) true reasoning on the relations of these two groups of facts. (p. 5)

Parsons (1909) articulated the importance of the decider's self in career decision making. Parsons pointed out that the decision maker's personality, interests, abilities, limitations and resources need to be put into consideration. Parsons' remarks suggested that compensation, requirement for success, opportunities, and prospects play a role in career decision making. Parsons emphasized the need to strike a balance between the two factors. However, Parsons' model ignored the social factors that may influence career decisions. Social factors are those that arise as a result of an individual membership of a family, social class, organization, or society. In some cultures, making career decisions is not primarily an individual affair, but an expression of the family (Westwood & Ishiyama, 1991).

With specific reference to the female population, Vermueulen and Minor (1998) investigated the influences on the career decisions of women who grew up in a rural community. The researchers studied women who graduated in the upper 10% of their high school classes between 1950 and 1990. Career influences were categorized into three factors: context, gender role belief, and other factors. Vermueulen and Minor identified three types of context: social context, historical context, and developmental context. Social context includes family, school, and community. The authors conveyed that historical context introduces change in social influences through time. Vermueulen and Minor argued that economic needs and societal acceptance of women to work outside the home increased the numbers of post-1964 graduate women working outside the home (p. 235). Developmental context, according to Vermueulen and Minor, comprises of childhood, schooldays, and adulthood experiences.

Vermueulen and Minor (1998) concluded that gender role was the most pervasive factor that influenced the decisions of the participants. This conclusion validates Gottfredson's (1996) theory of circumscription and compromise that an individual's gender

plays a role in career decision. Career ambitions are circumscribed from childhood based on gender-stereotyped ideas of what careers are appropriate (Gottfredson). Vermueulen and Minor contended that the beliefs about the roles of mother, wife, and worker were central to the decisions of the participants. Other factors identified by Vermueulen and Minor were information, meeting the expectation of others, barriers, conditions of work, personal values and sense of empowerment. Participants were said to have made career choices based on the information available to them (mostly from parents). Some women were also said to have made career choices that suit the expectation of others. The findings of Vermueulen and Minor suggested the influence of the family in career decisions.

Taking a broad perspective, Henderson et al. (1996) expressed that factors associated with career decisions can be categorized into two: intrinsic factors and extrinsic factors. Intrinsic factors include demographic attributes, personal values, lifestyle preferences, and personality. Extrinsic factors include societal experiences and influences. Extrinsic factors arise from friends, family, society and personal experiences of the decision maker. Henderson et al. contended the personal characteristics and social economic status of an individual influence their career choice. They also conveyed that role models play a great role in career decisions.

In a study conducted to investigate the factors that medical graduates consider in choosing a career, Lawrence, Poole, and Diener (2003) reported job satisfaction as the most influencing factor. The researchers adopted a scale from minimal (1) to maximal (9) to rate the responses of respondents and reported that 87% of the respondents indicated a job satisfaction rating of 6 or greater, with a mean of 6.5. Lawrence et al. also pointed out that



there was no significant difference between overall satisfaction rate and age. Among the factors indicated, financial reason was the least influencing factor.

From a survey of career decision makers, Boysen and Ringley (2005) concluded that a strong desire and passion for an occupation is the predominant reason for choosing a career. In another study of faculty at higher education, Johnsrud (2002) reported that overall quality of work-life is the most important factor in attracting and retaining faculty. Quality of life includes factors such as salary, conditions of work, and other support received by faculty. Quality of work-life affects morale and, in turn, affects faculty intent to leave or remain in the teaching profession (Johnsrud & Rosser, 2002).

A number of factors influence career decisions. Personal attributes, demographic factors, family background and social influences play great roles in people's career decisions. In the following section, I discuss the factors influencing the decisions of individuals to leave or remain in a career.

### ***Factors Influencing the Decisions of Individuals to Leave or Remain in a Career***

A number of factors (good compensation, working conditions, job satisfaction, lack of appreciation, frustration, lack of a sense of community and job dissatisfaction) has been attributed to people's decisions to leave or remain in certain careers or professions. With specific reference to minority groups, Zehring (2000) investigated the factors that affect the decisions of teachers to leave or remain in the profession. The findings suggested that job satisfaction and higher salary affect the decision of teachers to remain in teaching. No significant relationship was found between ethnic groups based on age, number of years in teaching, or socio-economic status of parents. Zehring suggested that good compensation may reduce job dissatisfaction.

Hertzberg, Mausner, and Snyderman (1959) analyzed the job attitudes of 200 American engineers and accountants. Participants were asked to relate when they felt positive or negative about their work and the reasons. Hertzberg et al. posited job satisfaction and job dissatisfaction acted independently of each other. From the study, Hertzberg et al. suggested a two-step approach to understanding employee motivation and satisfaction. This approach is known as the Two Factor/Motivator Hygiene Theory. According to the two factor theory, there are certain factors that cause job satisfaction in the workplace; a separate set of factors cause dissatisfaction (Hertzberg et al.).

Hertzberg et al. (1959) identified the two factors as hygiene and motivational factors. The authors argued that people have hygiene needs which, when not met, cause them to be dissatisfied. Meeting these needs, according to Hertzberg et al., does not make people satisfied. Hertzberg and his associates contended such needs (hygiene needs) only prevent people from becoming dissatisfied. On the other hand, motivational factors give positive satisfaction. Motivation factors inspire employees to higher performance. The presence of such factors makes people satisfied. Hygiene factors include organizational policy and administration, economic compensation, working conditions, job security and interpersonal relations with other employees, while motivation factors include challenging work, job enlargement, job enrichment, and recognition.

Job satisfaction, the pleasurable affective response an individual gets from their job, has been a main subject of study in organization behavior. In academe, job satisfaction has been linked to effective teaching (as in Abraham, 1994) and research productivity (Pfeffer & Langton, 1994). Faculty who are satisfied with their jobs are more likely to stay in academe;

they are also more likely to encourage their students to consider career in the academia (Osborn, Ernster, & Martin, as cited in Overman, 2001).

In a study conducted by Mohammed (1986), the researcher identified low pay and poor working conditions as reasons people may decide to leave their job. Mohammed maintained that a positive relationship exists between good compensation and the desire to remain in a profession. He posited people are attracted to an occupation or profession that pays well. An individual is likely to remain in a profession when they are satisfied with the job and its working conditions.

In this section, I reviewed literature on factors influencing peoples' decisions to leave or remain in profession. The review shows that factors such as job satisfaction, good compensation, working conditions, frustration and job dissatisfaction influence people decisions to leave or remain in a profession. In the following section, I review existing studies on factors influencing faculty decisions to pursue and remain as academics.

### **Review of Existing Studies**

For years, scholars provided theories on the factors influencing the decisions of faculty to choose and/or remain in the academe. Most of the existing studies investigated how certain variables (such as salary, graduate education, mentorship and job satisfaction) influence individuals' decisions to pursue an academic career and/or leave the professoriate. Austin (2002), Johnsrud and Rosser (2002), Figueroa (2004), and Rodriguez (2005) are some of the studies that investigated how certain variables influence faculty decision to choose and/or remain in the academe.

Winter and Kjørlien (2000) used multiple regression to develop a predictive equation of factors that attract applicants to faculty positions. The researchers reported job satisfaction

as the most significant predictor. In a national study of faculty role satisfaction, the National League for Nursing (2005) reported:

The number one factor that influenced faculty members to either take on faculty role, or stay in it was working with students. Other factors that were mentioned frequently include contributing to the profession, working in an intellectually stimulating environment, having autonomy and flexibility in one's work. (p. 3)

Barnes, Agago and Combs (1998) investigated factors influencing the intentions of faculty to leave academe. The researchers examined the relationship between job-related stress and faculty intention to leave the professoriate. The study showed two main factors influence faculty intentions to leave the academe. The two factors were frustration and lack of a sense of community in faculty institution. Frustration was attributed to time constraints. In another study, Johnsrud and Rosser (2002) asserted that morale is an important factor in faculty intentions to leave academe. Johnsrud and Rosser defined morale as “the level of well-being that an individual or group is experiencing in reference to their work-life” (p. 524). Johnsrud and Rosser conveyed that faculty members also leave academe for personal and professional reasons.

Feldman and Arnold (1978) examined the importance of organizational and job factors in decisions. The study was conducted among graduate students in Canada and the United States of America. Feldman and Arnold identified six independent variables – three organizational characteristics and three job characteristics. The three organization characteristics identified were salary and fringe benefits, flexibility in work schedule, and provision of essential services to the public. Autonomy and independence, opportunity to use important skills and abilities, and responsibilities and leadership constitute the three job characteristics. The researchers administered questionnaires to participants (graduate students), and adopted multiple regression to analyze their responses based on the six

independent variables. Feldman and Arnold concluded that pay and fringe benefits are the most important characteristics in a job situation, followed by autonomy and independence.

Stark, Perfect, Simpson, Schnoebelen, and Glenn (2004) conducted a study among students and graduates of University of Texas at Austin who have pursued academic careers. According to the researchers, the study aimed at two main objectives: (a) to examine why participants pursue an academic career, and (b) to get participants' thoughts about why there is shortage of graduates entering academe. The study was divided into two sections: the student perspective – representing the opinion of current students, and the academic perspective, representing the opinion of graduates who are already faculty. 29 students and 34 graduates successfully participated in the study.

The findings of Stark et al. (2004) showed that one-third ( $n = 9$ ) of the *students* indicated their intention to pursue academic careers. Four signified their intention to pursue full-time tenure track, while four made known their intention to pursue part-time academic positions. Participants were asked to rate on a five-point Likert scale the relevance of six factors that influence their decisions to pursue an academic career. The diversity of professional responsibilities associated with academic career, opportunity to teach and train students, and flexible schedule were rated as attractive characteristics of the professoriate (Stark et. al., 2004, p. 390). Other rated variables were salary, job security, and prestige of academia. The findings of Stark et al. are presented in Table 1.

Table 1

*Stark's et al. Factors Influencing Decisions to pursue an academic career*

Factors influencing Participants' decisions to pursue an academic career	Mean	Standard Deviation
The diversity of professional responsibilities associated with academic career	4.67	0.50
Opportunity to teach students	4.44	0.73
Opportunity to train students	4.33	1.00
Flexible schedule	4.22	0.83
Salary	3.33	0.87
Job security	3.67	0.87
Prestige of academia	3.44	1.24

Among graduates who have faculty positions, 17% claimed they entered the university with the intention of pursuing an academic career, while 14% stated the program influenced their decisions to pursue an academic career (Stark et al., 2004). According to the authors, 35% of the academic participants indicated they pursued an academic career because they like the balance of research and practice; 17% stated they like the combination of teaching, training and mentoring. The researchers asserted that the intention to embark on an academic career comes down to a decision between multiple options. The training environment of a graduate program can impact an individual decision in becoming a faculty (Stark et al). This assertion supported Austin's (2002) that graduate school socializes students into academic careers.

In the second part of the study, Stark et al. (2004) asked students and new faculty an open ended question "Why do you believe there has been a decrease in the number of students pursuing an academic career"? (p. 389). The researchers noted that graduate students choose other professions over academia partly because of the low salaries, pressure to

publish, and the long hours that limit family life (Stark et al). However, most faculty members (graduates who have pursued academic career) responded there was a decrease in the number of students pursuing an academic career because the salaries are not competitive. Stark et al. posited there was a perception among new faculty that there is less financial support for academic responsibilities.

In another study, Verhaegen (2005) examined relevant factors for faculty recruitment and retention. The researcher conducted a survey of 181 deans/directors and faculty. Participants were asked to rank 42 factors in order of importance for both recruitment and retention. Verhaegen reported perception gaps between deans and faculty. Academic freedom, research time, geographic location of school, and opportunities for professional development were reported by faculty participants as important factors for faculty recruitment and retention. From the perspectives of the deans/directors, the most important factors for recruitment of faculty are reputation of school in the academic community, progressiveness of schools, stimulating peer community, innovativeness and research time. The researcher also reported differences in perception between groups of faculty according to age, gender, and rank – concerning faculty recruitment and retention.

Rice (1996) looked at the factors that attract young individuals into academe. Rice asked graduate students and new faculty what they needed and wanted in an academic career. Rice posed the question “What would make the career [academic] more resilient and self-renewing for individual faculty, and, at the same time, allow colleges and universities to adapt creatively to changes on the horizon” (p. 25). Rice asserted that what the next generation of faculty want in their career life is similar to what Tompkins found missing from the professorial lives of current faculty. Rice noted that future generation of faculty

want a sense of contribution; a common enterprise; good feeling in the workplace; a community of hope; and an integrated life from their work.

In a comparative study that examined the preferences of faculty and other professional workers, Mathews and Weaver (1989) pointed out that faculty indicated a stronger preference for meaningful work over high pay. McKeachie (1997) asserted that factors such as open-ended problem solving; interaction with students; a sense of competence; opportunities to use skills and knowledge; a sense of making a difference in students; opportunities for learning, and autonomy provide job satisfaction for faculty and motivate them (faculty members) into academe.

Nagle, Suldo, Christenson and Hansen (2004) examined the perspectives of graduate students concerning benefits and drawbacks of an academic position, and possible incentives that would encourage them to apply for academic positions. Doctoral students from 98 graduate programs were invited to participate in the study. 236 students completed the survey. Job stress was ranked by participants as the strongest deterrent. Nagle et al. noted, “Respondents agreed on several incentives that would be helpful in overcoming hesitancy in applying for academic position, including reducing politics in the tenure process, increasing salary, and increased availability of academic positions that emphasize applied work” (p. 311).

According to Nagle et al. (2004), graduate students indicated they found academe appealing; they also perceive the roles and activities of faculty as the greatest general benefit. Nagle et al. conveyed that graduate students were not drawn into academe because of salary and benefits. Making specific reference to school psychology, Nagle et al. asserted that graduate education influences the decision of an individual to pursue an academic career. The



researchers maintained that providing graduate students with accurate information about the professoriate may serve to reduce barriers and increase incentives for seeking an academic career.

Austin (2003) examined the experiences and perceptions of early faculty and graduate students who hope to enter academe. The researcher pointed out that graduate students learn about the professoriate from careful observation of their own professors. Austin emphasized the important role of faculty and graduate education in preparing the future generation of professors:

What they [*early faculty and graduate students*] report in the qualitative research in which I have been involved is that they seldom engage with their faculty members in extensive conversations about what it means to be a faculty member, how higher education is changing, and what range of skills and abilities they should develop. In the absence of such extensive conversations with their own professors, doctoral students report that they derive much guidance and support from, and tend to engage in extensive conversations with, their doctoral colleagues and their personal family and friends. I do not want to undervalue the importance and support provided by these interactions with student colleagues, friends, and family members. However, I am concerned that faculty members apparently are not fully taking up the responsibility of helping doctoral students frame an understanding of what it means to be a professor, how to interpret what the students observe, and how current faculty work is being affected by the range of external and internal pressures previously mentioned. (p. 129)

To encourage young and talented individuals into academe, Austin (2003) suggested graduate programs reflect the changes taking place in higher education. Austin emphasized the important role of faculty in preparing the next generation of scholars. Austin asserted that “Higher education scholars should lead department-level and university-wide reforms to better prepare the next generation of faculty (p. 138). Austin called for discussions about the professoriate in graduate programs.

In this section, I reviewed existing studies on the factors that influenced faculty to become academics. Review of existing studies shows that a number of factors influence

peoples' decisions to become faculty members. Professional responsibilities associated with the professorial work, flexible schedule and opportunity to teach were identified as influencing factors. Job satisfaction, sense of contribution, good feeling in the workplace and sense of community at work place were identified as factors that influence faculty decisions to remain in academe.

### **Summary**

In this chapter, I discussed the three traditional roles of faculty and the challenges facing the professoriate. I explained the nature of decision making, modes of decision, rationality in decision, phases of decision, phases of career decision, factors influencing career decisions and factors that influence the decisions of professionals to leave or remain in their profession. I concluded the chapter with a review of existing studies. The next chapter, research methodology explains how the researcher went about conducting the study.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

Research methodology is the way a researcher conducts an inquiry. Research methodology is the exploration of the choices through which researchers understand their studies. Such a way of knowing is rooted in the researcher's paradigm. This chapter outlines the research methodology for this study. The chapter begins with an outline of the research design, rationale and value of the participative worldview, sources of data, criteria for judging research, criteria for selecting samples, method of data analysis, methodological assumptions, process of the research, and ethical consideration. The chapter concludes with a summary.

#### **Research Design**

Vockell (1983) defined a research design as “the systematic scheduling of the times at which treatments are administered to subjects and at which observations are made of the performance of the object” (p. 150). Tell el-Far'ah Dictionary (1999) defined research design as a systematic planning of research that usually includes: (a) the formulation of a strategy to address a particular enquiry; (b) the collection and recording of data; (c) the processing and analysis of these data and their interpretation; and (d) the publication of results. A research design is the plan used to study educational problems (Hittleman & Simon, 2002). Research design is the framework within which a research is conducted. A research design is a plan that deals with the following questions: What kind of data to gather? From what source? How are they going to be gathered? When are the data going to be collected? How are they going to be analyzed? How are the results of the analyzed data going to be presented?

In conducting this study, the researcher passed through a series of phases: The preliminary phase, the pilot phase, the data collection phase, the data analysis phase and the data audit phase. In the preliminary phase, the researcher reviewed literatures on relevant studies and sought the suggestions of fellow doctoral students of Education on potential research questions, the kind of data to gather, the data collection methods, and how to analyze and present the data. The information gathered from fellow doctoral students and review of literatures was used to draft the initial survey for the pilot study.

In pilot phase, an initial survey was pre-tested among three groups of participants, with the third group (doctoral students), providing suggestions on what could be done differently. The groups were: (a) faculty members at the University of Saskatchewan, (b) faculty members at Brandon University, and (c) doctoral students of Educational Administration at the University of Saskatchewan.

In the data collection phase, all faculty members at the University of Saskatchewan, Saskatoon were invited to participate in the study through the University of Saskatchewan's Personalized Access to Web Services (PAWS). Surveysuite was used to develop the survey. Participants were provided with a Uniform Resource Locator (URL) link that directed them to complete the survey instrument. Reminders were sent to faculty members through the University of Saskatchewan's Personalized Access to Web Services (PAWS) and through various college secretaries.

The researcher used constant comparison to group participants' responses to common questions. Participants' personal narratives were reported in Phase 1 Data, while common themes were reported in Phase 2 Data. In the last phase of the study, data audit, Dr. James Liu Chen-Yu of Assiniboine Community College, Brandon audited the quotations and

paraphrases in the research document to ensure that their interpretations conform to the narratives given by participants.

### **Methodological Assumptions**

This study rests on the assumption that certain factors influence the decisions of faculty to choose and remain in academe, and that those factors can be understood through inquiry. It is the assumption of the researcher, in this study, that the factors influencing the decisions of faculty to choose and remain in academe can be understood through a participatory method. It is the researcher's assumption that participants responded to the survey freely and openly. It is assumed that the information gathered in the course of this study is complete and useful enough for conclusions to be drawn.

### **A Participatory Worldview**

This study is based on a participatory worldview. The study, therefore, utilizes a participatory method. The participatory paradigm adopts a methodology that requires the researcher to engage in research with people rather than in doing research on people (Heron, 1996). In a participatory inquiry, the researcher becomes a subject, and the subjects become co-researchers (Heron & Reason, 1997). This study is grounded on the participatory paradigm that reality is both subjective and objective.

Quantitative and qualitative designs were used in this study. Through a questionnaire, the researcher collected relevant data from faculty members at the University of Saskatchewan. The qualitative narratives of participants provided insights into the nature of the professoriate and the factors influencing the decisions of Canadian faculty to choose and remain in academe. The study is exploratory in nature, attempting to promote the

understanding of the professoriate and the factors influencing the decisions of faculty to choose and remain in Canadian universities.

Because this study entails the descriptive investigation of the factors influencing the decision of Canadian faculty to choose and remain in academe, descriptive tools were employed. For simplification purpose, quantitative analysis of data is limited to descriptive statistics. A descriptive study involves collecting data to describe a subject's behavior, attitude, or values (Moore, 1983). A descriptive study determines and describes things in their natural form (Gay & Airasian, 2000); it is a self-report assessment that describes existing phenomenon.

### ***Rationale and Value of the Participatory Methods***

All social scientists approach their subject via explicit or implicit assumptions about the nature of the social world and the way in which it may be investigated (Burrell & Morgan, 1985). These assumptions determine what constitutes reality to the researcher; they also determine how the researcher goes about knowing the reality. As Moccia (1988) noted, a researcher adopts a research method that assumes the same reality with the researcher's, that which accepts the same definition of reality, which allows a similar understanding of the relationship between the researcher and their object of study, and which is directed towards similar ends (p. 7).

There are basically three assumptions that underlie every social inquiry. Recently, a fourth assumption has been theorized (Heron & Reason, 1997). There is an ontological assumption that underlies the form or nature of reality. There is an epistemological assumption that defines the relationship between the knower and the known. There is also a methodological assumption that underlies the procedure through which the knower knows

the known. Axiological, the fourth assumption, is the purpose of the inquiry (Heron & Reason). Axiological assumption asks the question: What is essentially valuable in inquiry? Is truth an end in itself or a means to an end? (Heron & Reason).

The assumptions held by a researcher are believed to be dependent upon the paradigm from which that researcher operates. Paradigm is a “term which is intended to emphasize the commonality of perspective which binds the work of a group of theorists together in such a way that they can be usefully regarded as approaching social theory within the bounds of the same problematic” (Burrell & Morgan, 1985, p. 23). There have been various classifications of research paradigms (Burrell & Morgan, 1985; Gephart, 1999; Guba & Lincoln, 1994; Heron & Reason, 1997). For the purpose of this study, the classification of Burrell and Morgan is adopted because of its simplification. Burrell and Morgan classified research paradigms into two main categories namely: subjective and objective.

The subjective school of thought holds the view that reality is a construction that lies within the individual. To this school of thought, no reality is objective. The subjective schools of thought are of the view that a relationship exists between the knower and the known, and places emphasis on qualitative information and interpretive approaches (Husen, 1999). The constructivists and the post-modernists fall under the subjective schools of thought. The objective schools of thought hold the view that reality is objective, and independent of the knower. To these schools of thought, no relationship exists between the known and the knower. The objective schools of thought are of the view that there is a stable self that is not affected by its environment, that this self knows itself and its world through rationality and reason, which is the highest form of reasoning (Flax, as cited in Klages, 2003). The objective schools of thought place emphasis on empirical quantifiable

observations and mathematical analysis (Husen). The positivists and the post-positivists fall under this school of thought.

Of all the worldviews that have been theorized by philosophers and researchers, one in particular, seems most promising; one that has been called the participatory worldview (Skrbina, 2001). I have adopted the participatory paradigm because it explains how I come about my reality. Participation has been articulated narrowly as a paradigm and, broadly, as a worldview. In its generic sense, *participatory worldview* refers to the perspective from which an individual sees and interprets life and the universe (Skrbina). In its narrow sense, participatory paradigm refers to the perspective which a researcher espouses in inquiry. Nevertheless, *worldview* and *paradigm* are used interchangeably. The intention is not to equate paradigm to worldview, but to reduce the monotony which may arise from excessive use of the word *paradigm*.

The participatory worldview is an emerging research paradigm. This paradigm, according to Heron and Reason (1997), is based on “a subjective-objective ontology; an extended epistemology of experiential, presentational, propositional and practical ways of knowing; a methodology based on co-operative relations ... as well as an axiology which affirms the value of practical knowing in the service of human flourishing” (p. 274). The participatory paradigm emphasizes the importance of self and the given cosmos in the knowledge equation.

The participatory paradigm is both subjective and objective. According to Heron and Reason (1997), it is subjective because reality is known through the imaging of the mind; it is objective because the self *meets* with the cosmos it shapes. There is a *real world* in which the mind creatively participates, and which it can only know in terms of its constructs (Heron &



Reason). Mind and the given cosmos are engaged in a co-creative dance, so that what emerges as reality is the fruit of an interaction of the given cosmos and the way mind engages with it (Heron & Reason).

The assumptions underlying my research are subjective-objective. I am of the view that there is an objective world. As Heron and Reason (1997) noted, there is a primordial reality. The objective world is there, regardless of human thinking. I also believe human beings may not be able describe the *real world* objectively as it is. Skrbina (2001) stated, “There is no such thing as reality *as it is* ... We have no idea whatsoever what reality could be like as it is” (p. 23). It is my belief that human *reality* is a subjective description of the objective world. As individuals, people describe the world in a way their background and experience permits. As Heron (1996) noted, “World and people are what we meet, but the meeting is shaped by our own terms of reference” (p. 11).

The participatory worldview is a holistic paradigm of research; it joins the axis of other paradigms at greater heights (Skrbina, 2001). Unlike the traditional worldview of research that adopts a dualistic subject-object approach to reality, the participatory paradigm adopts an interactive and co-operative approach (Skrbina). In a participatory inquiry, the researcher combines the responsibilities of an artist and a scientist. Between the extremes of solipsism, in which I make it all, and a purely external reality, in which I cease to exist, there is a region where I am partly blown by the winds of reality and partly an artist creating a composite out of inner and outer events (Bateson, 1972). The point being made by Bateson is that human reality is a product of the objective environment and the subjective mind. It is this subjective-objective perspective that I espouse in my research. It is also through this participatory method that I know.

### *Case Study*

This study adopted a case study approach. Case study investigates an individual group, or phenomenon (Sturman, 1999). A case study “draws attention to the question of what specially can be learned about the single case” (Stake, 2000, p. 443). As M. D. Gall, J. P. Gall, and Borg (2003) noted, case study is an “in-depth study of instances of phenomenon in its natural context and from the perspective of the participants involved in the phenomenon” (p. 436). A case study examines *a single unit* with an aim to transfer findings across a larger set of units (Gerring, 2004).

Case study is *one among others* (Stake, 2000). Stake stated, “In any given study, we will concentrate on *the one*” (p. 444). The specificity and the boundedness of *the one* make it a case (Stake). Stake stressed further, “The prime referent in case study is *the case*, not the methods by which the case operates” (p. 444). In understanding the factors influencing the decisions of Canadian faculty to choose and remain in academe, this study focused on faculty members in *one* Canadian university – the University of Saskatchewan, Saskatoon. Case study is not a methodological option, but a choice of what is to be studied (Stake).

In case study, the approach to investigate may be varied, and may include both the quantitative and qualitative approaches (Sturman, 1999). The tendency of a case study to be humane or transcendent depends on the researcher and not methods (Stake, 2000). All faculty members at the University of Saskatchewan, Saskatoon were invited to participate in the study through the University of Saskatchewan’s Personalized Access to Web Services (PAWS).

### **Questionnaire Design**

In order to get the best responses for this study, the researcher paid attention to the design of the questionnaire. The design of a questionnaire affects the quality of data. With that in mind, the questionnaire for this study was designed in simple language. This is to make the questionnaire easy for participants to read. Items on the questionnaire were arranged into logically coherent sections. Grouping similar questions together makes a questionnaire easier to complete; it also makes respondents feel more comfortable with the questionnaire (Narins, 1995). Questions that use the same response format were grouped together. The researcher also grouped questions that cover the same topic. The numbers of questions asked were kept to the minimum, putting in mind the objective of the study. Leading questions were also avoided.

The instructions for completing the survey were made simple and clear to reduce the risk of making a mistake. In addition to the above, the researcher adopted the guidelines of Narins (1995) as listed below:

- Questionnaires or surveys should begin with questions that:
  - are easy for respondents to understand
  - are important to the research's purpose
  - engage the attention and interest of respondents
- Begin the questionnaire with general questions, and then move to more specific questions. On the other hand, if the topic is of low importance to respondents, start with specific questions.
- Group questions in sections, and position sections or questions in a logical order.

- Begin new sections with a sentence or phrase so that participants have a chance to switch mental gears.
- Place questions about sensitive issues such as income toward the end of the survey or section.
- Put demographic questions at the end of the questionnaire, if possible. Narins (1995) gives two reasons for this. First, demographic questions such as age and income can be sensitive. Second, placing demographic questions at the end of the questionnaire focuses respondents' minds on the purpose of the survey.

The questionnaire for this study contained both structured and open ended questions (see Appendix E). The questionnaire is a product of extensive review of relevant literature, suggestions from the pilot survey, and the researcher's consultation with faculty and doctoral students. In the structured questions, participants responded to the degree in which certain factors influenced their decisions to choose and remain, in academe. A Likert-type answer scale allowed participants to choose from eight degree of stances (0-7). The data from the structured responses were used for the quantitative data analysis. Open-ended questions were designed to encourage participants to provide detailed answers. Through the open-ended questions, the researcher asked follow up questions that draw more in-depth answers (see Appendix E).

### **Pilot Study**

The initial survey for this study was pre-tested among three groups of participants, with the third group (doctoral students), providing suggestions on what they would do differently if they were carrying out the study. The groups were: (a) faculty members at the University of Saskatchewan, (b) faculty members at Brandon University, and (c) doctoral

students of Educational Administration at the University of Saskatchewan. Stratified random sampling was used to select 10 faculty members from the University of Saskatchewan.

Stratified random sampling is a sampling technique in which the population is first divided into strata or subgroups based on certain criteria and then sampled, either proportionately or disproportionately, from each subgroup. In selecting participants (University of Saskatchewan's faculty members) for the pilot study, the faculty population was first divided into subgroups based on colleges, simple random sampling was then employed to select 10 participants.

A subjective sampling technique based on convenience was employed to select 3 doctoral students and 3 faculty members from Brandon University. Besides responding to the survey, faculty participants from Brandon University were asked what they would have done differently if they were conducting the research. Doctoral students were told not to complete the survey, but to comment on what they would do differently if they were carrying out the study. The following questions were also posed to doctoral students: Do you intend to pursue an academic career? Why or why not? What would make you change your decision?

The researcher embarked on a pilot survey to achieve the following purposes: (a) to learn through the knowing of others (b) to ensure the participation of faculty and doctoral students in the study, (c) to identify the weaknesses inherent in the first survey, (d) to gather feedback on how the instrument can be improved for the final survey, and (e) to receive suggestions on the research and its methodology. Since the researcher adopted a participatory worldview, the pilot survey allowed faculty and doctoral students to participate as co-researchers. The pilot survey was conducted after the research proposal was presented to the research committee.

### **Criteria for Evaluating Research**

Different criteria have been established for evaluating research. The objectivists have well-established criteria for determining the validity and reliability of their study. The idea of validity and reliability of research is grounded on the positivistic orientation that there is a stable self that is independent of the known, that the known will always be the same regardless of the time and whom the observer may be. Validity is the extent to which an instrument measures what it claims to measure; reliability is the extent to which the result of an instrument is consistent in what it measures over time (Borg & M. D. Gall, 1989).

The criteria used by the subjectivists to evaluate qualitative studies fall under two major categories: those relating to trustworthiness and those addressing authenticity and fairness (Guba & Lincoln, 1994). Trustworthiness criteria include credibility, dependability, transferability, and confirmability (Guba & Lincoln). Credibility refers to the fairness and plausibility of a study; dependability indicates the stability of the study. Transferability has to do with whether or not the research is useful in another situation, while confirmability assesses the accuracy of data. Fairness and authenticity address ethical and ideological issues that arise in research (Lincoln & Guba, 1986).

The researcher espoused a participatory worldview. The participatory worldview, according to Heron and Reason (1997), is based on subjective-objective ontology. While quantitative researchers employ validity and reliability to evaluate their studies, qualitative researchers maintained a qualitative research is reliable enough if its findings resonate with readers, and is sufficiently coherent and intelligible to make a clear impact on literature and suggest practical application (Elliott, Fischer & Rennie, 1999).

Although this research does not formally adopt a traditional approach, measures were taken to ensure the trustworthiness of the study. Lindholm, (2004) noted, “By allowing the discovery of theory from data, we can broaden our conceptualization of both the perceived nature and the relative importance of the various” factors that influence faculty decisions to become and remain as academics (p. 610). Such an approach, according to Lindholm, “establishes a broader parameter for incorporating all evidence that emerges during various stages [or phases] of inquiry and interpretation” (p. 610). Silverman (2000) suggested that the best way of ensuring validity in qualitative research is to adopt a refutability principle based on Popperian logic. According to the Popperian principle of *falsifiability*, a theory holds until it is disproved (Bullock & Trombley, 2000). The researcher continually checked available studies (on factors influencing the decisions of individuals to become faculty) against the data gathered to ensure they matched. The researcher also shared the findings of the study with some faculty members to determine whether the findings resonated with them as to why they become and remained as academics.

### **Sample: The Criteria for Selecting the Case**

The researcher adopted a purposive technique in selecting the University of Saskatchewan’s faculty members as the case. The researcher’s reason for adopting a purposive sampling is in line with Patton’s (1990) idea on purposive sampling. Patton pointed out that participants are selected for purposive sampling based on some characteristics. Patton identified convenience, criterion, intensity, typical case, maximum variation, homogeneity, confirming or disconfirming, and operational construct as reasons for using a purposive sampling. This inquiry was a case study, and centered on faculty in one public Canadian university. In selecting faculty at the University of Saskatchewan for the

study, the researcher put into consideration intensity (a case that manifests the phenomenon intensely, but not extremely), typical case (a case that highlights what is typical in the Canadian context), convenience (a case that is easily accessible), and homogeneity (a case that reduces variation and simplifies analysis).

### ***Participants***

This study examined the factors influencing the decisions of Canadian faculty to choose and remain in academe. The study is a case study of faculty at the University of Saskatchewan, Saskatoon. The participants therefore, were faculty members at the University of Saskatchewan. During the 2006-2007 academic session, there were over 1000 full-time academic staff members at the University of Saskatchewan. All faculty members at the University of Saskatchewan were invited to participate in the study.

### ***Sources of Data***

This study relied on both primary and secondary data. Primary data were collected by the researcher for the purpose of this study. Secondary data were data collected by another party for other purposes, but which are still useful for the purpose of this study. The primary data for this study came from the data instruments completed by faculty participants. The data instrument contained both structured and unstructured questions. Structured questions collected quantitative data, while the unstructured questions collected qualitative data. Secondary sources of data were sought from existing literature on higher education, decision making, and other useful sources. Data for the study were extracted from both printed and unprinted reports.



### ***Research Instrument***

The survey instrument used in collecting data contained seven major sections, with each section having sub-questions. The survey questions were the product of the researcher's review of literature, consultation with other doctoral students, and the feedback received from pilot survey. The first section of the survey centered on the status of the professoriate. The second section focused on becoming faculty; while the third section centered on remaining in academia. Section four of the survey focused on participants' reasons for working at the University of Saskatchewan; while section five centered on attracting into the professoriate. Section six focused on the demographics of participants. Section seven addressed other comments of participants on why they became faculty, why they remain in academe, and how young and talented people can be attracted and retained in academe.

### **Data Collection**

Data were gathered from faculty members at the University of Saskatchewan, Saskatoon. Surveysuite was used to develop the survey. Using the University of Saskatchewan's Personalized Access to Web Services (PAWS), e-mails were sent to all faculty, informing them to complete the survey instrument online. The researcher was responsible for the monitoring and management of the data as they came in. Reminders were sent to faculty through the University of Saskatchewan's Personalized Access to Web Services (PAWS) and through various college secretaries.

A total of 92 faculty members responded to the survey, but not all participants who participated in the survey responded to every question. 42 participants identified themselves as female, while 49 identified themselves as male. One participant did not identify his or her gender. The data presented were collected between the months of October 2007 and May

2008. The survey instrument was designed to facilitate the collection of data to answer the following research questions:

- To what extent do personal values (academic lifestyle, passion for scholarship etc.) and demographic classifications affect the decisions of faculty to choose and remain in academe?
- To what extent do personal communities (family, friends, relatives and employers) affect the decisions of faculty to choose and remain in the professoriate?
- To what extent do institutional culture (academic programs, peer climate, etc) and socialization process (interaction, integration, and learning) at the university affect the decisions of faculty to choose and remain in academe?
- To what extent do financial compensation, job satisfaction and/or job opportunities outside the academe affect the decisions of faculty to choose and remain in academe?
- What other factors affect the decisions of faculty to choose and remain in academe?
- What can Canadian universities do to attract and retain young and talented individuals in academe?

### **Data Analysis**

Data analysis is the systematic performance of a series of actions on data so as to provide useful information. As M. D. Gall, J. P. Gall, and Borg (2003) noted, data analysis is an intellectual process of inferring themes and patterns from the examination of data. In this study, the researcher used both the qualitative and quantitative techniques. Descriptive statistics were used to analyze the quantitative data.

In analyzing the qualitative data, the researcher employed a variety of data analysis methods such as constant comparison, content analysis, narrative analysis, quasi-statistics

and logical analysis. Constant comparison involves taking one piece of data (such as one statement) and comparing it to all other pieces of data that are either similar or different to look at what makes this piece of data different and/or similar to other pieces of data (Glaser, 1960).

The researcher began the data analysis with cross-case analysis using constant comparison to group participants' responses to common questions and by analyzing different perspectives on why faculty members become and remained as academics. This approach allowed the researcher to identify different and common themes. Using content analysis, the researcher looked at the responses of participants to see what themes emerge. Holsti (1969) defined content analysis as "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (p. 14). Case analysis was then employed to understand participants' personal circumstances.

Participants' personal narratives were reported in Phase 1 Data, while common themes were reported in Phase 2 Data. Through narrative analysis, the researcher presented the stories participants shared about themselves. Narrative analysis involves retelling the stories of subjects as if written by them (Reissman, 1993). Quasi-statistics were used to present the position of participants on certain questions. Quasi-statistics pertain to the use of descriptive statistics that can readily be extracted from qualitative data (Becker, 1977). Quasi-statistics involve looking for probabilities or support for arguments concerning the likelihood or frequency with which a conclusion applies in a specific situation (Becker, 1998). Quasi-statistics involve counting the number of times a subject matter is mentioned as a rough estimate of the frequency. From the narratives of participants, and through logical

reasoning, the researcher stated plausible causation of why participants become and remained as academics (logical analysis).

The survey provided a database, which enabled the researcher to give answers to questions that are important to why participants became faculty members, why they remain as academics, and how Canadian universities can attract and retain young individuals in academe. In the context of this study, the researcher confined himself to the observations of the participants, and concentrated on the factors influencing the decisions of participants to choose and remain in academe. The researcher also focused on what Canadian universities can do to attract and retain young and talented individuals in academe.

### **Ethical Consideration**

The pursuit of morally acceptable means in achieving morally acceptable ends is an ethical responsibility of every researcher, especially those whose research involves human subjects. The main principles that dominate the Canadian Tri-Council Policy Statements, *Ethical Conduct for Research Involving Human Subjects* (1998) are:

1. Respect for human dignity
2. Respect for free and informed consent
3. Respect for vulnerable persons
4. Respect for privacy and confidentiality
5. Respect for justice and inclusiveness
6. Balancing harms and benefits
7. Minimizing harms, and
8. Maximizing benefits.

In ensuring the maintenance of the principles outlined in the Canadian Tri-Council Policy Statements on *Ethical Conduct for Research Involving Human Subjects*, the researcher sought the consent and voluntary participation of participants. Participants understood the purpose and nature of the study, the anticipated use of data, the publication that may result from the study, criteria for choosing research participants, the name of the researcher, and contact information of the researcher. The information were communicated to the participants through an invitation letter that accompanied the questionnaire (see Appendices A and D). Participants were informed that participation was voluntary; they were also informed that they have the right to withdraw from the research at any time. Participants were given sufficient time to reflect on their participation.

In ensuring the privacy of participants, unnecessary questions that are not related to this study were avoided (see Appendices B and E). The principles of confidentiality and anonymity were addressed by keeping the records of participants confidential, and by removing any identifying features of participants in the research records. Names of participants were not required in the questionnaire. Where references were made to participants' quotations, anonymity of participants was maintained. All records of collected data are securely kept.

### **Summary**

In this chapter, I have discussed the methods that were employed in carrying out this study. I explained the research design, rationale and value of participatory worldview. I also explained the sources of data, criteria for judging research, methodological assumptions, criteria for selecting the sample, process of the research, and ethical considerations. In the

following chapter, I examine the factors influencing the decisions of faculty to choose and remain in academe. The data gathered from faculty participants are presented and discussed.

## **CHAPTER FOUR**

### **DATA PRESENTATION AND DISCUSSION**

The purpose of this study was to examine the factors influencing the decisions of faculty to choose and remain in academe. In addition, this study explored how Canadian universities can attract and retain young individuals in academe. The researcher begins this chapter by providing a brief description of participants and their contexts. As Husen (1999) noted, educational practices cannot be isolated from social and cultural contexts. A brief description of participants and their contexts will provide a basis for understanding the collected data.

This research was conducted through the use of a survey instrument designed by the researcher for the purpose of the study. This chapter contains a presentation and discussion of participants' responses on why they become and remain as faculty members. The data revealed that participants' stories were unique and personal. Participants' narratives were marked with frustrations, challenges, satisfactions, suggestions, and yes, visions of change for the professoriate. Participants stated what attracted them into academe; why they are attracted into the profession; what kept them in academe, and offer suggestions on how Canadian universities can attract and retain young individuals in academe.

#### **Participants and Their Contexts**

Case study research promotes understanding among a broad cross section of readers by generating an experiential resonance with the collected data (Stake, 1995). The researcher adopted a purposive sampling in selecting faculty at the University of Saskatchewan as the case. The University of Saskatchewan is a large Canadian University located in the city of Saskatoon, Saskatchewan. The university offers 58 degrees, diplomas, and certificates in

over 100 areas and disciplines (University of Saskatchewan, n.d.). Since the inception of the University in 1907, over 135,000 individuals have received degrees, certificates, and/or diplomas from the school. Presently, student enrolment at the university is about 20,000.

The University of Saskatchewan offers its programs through more than twelve colleges: Agriculture and Bioresources; Arts and Science; Business; Dentistry; Education; Engineering; Graduate Studies and Research; Kinesiology; Pharmacy and Nutrition; Law; Medicine; and Veterinary Medicine. The university is affiliated with institutions such as Briercrest College and Seminary; Horizon College and Seminary (formerly Central Pentecostal College); Gabriel Dumont Institute of Native Studies and Applied Research; St. Peter's College, Muenster; St. Thomas More College (Catholic, and Saskatoon Theological Union (STU) (University of Saskatchewan, n.d.). The Saskatoon Theological Union (STU) comprises of the College of Emmanuel and St. Chad (Anglican), Lutheran Theological Seminary, and St. Andrew's College (United), all on the University of Saskatchewan campus.

The total property value of the buildings, infrastructure and other contents of the University of Saskatchewan (as at 2007) was estimated at \$2.91 billion (University of Saskatchewan, n.d.). The university's consolidated financial statements revenue for the 2006-2007 academic year was estimated at \$674 million. During the 2006-2007 academic year, about \$376 million (64%) of the university total expenses was expended on salaries and benefits (University of Saskatchewan).

The University of Saskatchewan has a work force of about 7,000 employees. The university full-time academic staff as at the 2007-2008 academic session stood at 1026 (University of Saskatchewan, 2008). During this period (the 2007-2008 academic session),



there were 337 full-time female academic staff at the University of Saskatchewan. During the same period, there were 689 full-time male academic staff at the university. Of the University of Saskatchewan's 1026 full-time academic staff, 397 were professors; 342 were associate professors; 272 were assistant professors; while 15 were lecturers or instructors (University of Saskatchewan).

Of the 1026 full-time academic staff members at the university of Saskatchewan, 70 were from college of Agriculture and Bioresources; 306 were from Art and Science; 17 were from Dentistry; 50 were from Education; 60 were from Edwards School of Business; 86 were from Engineering; one academic staff member was from the College of Graduate Studies and Research; 18 were from Kinesiology; 27 were from Law; 236 were from Medicine; 45 were from Nursing; 25 were from Pharmacy and Nutrition; 82 were from Veterinary Medicine; and 3 from Other instructional (University of Saskatchewan, 2008).

### **Demographics**

The researcher attempted to understand why Canadian faculty choose and remain in academe through the narratives of faculty members at the University of Saskatchewan. All faculty members at the University of Saskatchewan were invited to participate in the study. A total of 92 faculty members responded to the survey, but not all participants provided answers to every question. The following tables present the demographics of faculty participants who responded to the survey.

Of the 92 participants who responded to the survey, 49 identified themselves as males while 42 people identified themselves as females. One participant did not identify his or her gender. As it can be observed in Table 2, 49 (54%) of the participants who identified their gender were males while the remaining 42 (46%) were females.

Table 2

*Participants' Gender*

Gender	Males	Female
N	49	42

Table 3 shows the academic rank of participants. Of the 89 participants who provided their academic ranks, 25 (28.09%) were Assistant professors; 26 (29.21%) were Associate professors; 27 (30.34%) were Professors, while 11 (12.36%) described themselves as others. Those who described themselves as others included professors emeritus, sessional lecturers, part-time lecturers and research associates.

Table 3

*Participants' Academic Rank*

Academic Rank	N
Assistant Professor	25
Associate Professor	26
Professor	27
Other	11

Table 4 shows the age distribution of faculty participants. Of the 90 participants who provided their age, 9 (10%) were less than 35 years; 26 (29%) were between 35-44 years; 29 (32%) were between 45-54 years, while 26 (29%) were more than 55 years.

Table 4

*Participants' Age Distribution*

Age	N
Less than 35 years	9
35-44 years	26
45-54 years	29
Above 55 years	26

Table 5 shows that 70 of the participants who provided the nature of their positions identified themselves as tenured-track faculty. This number represents 79%. On the other hand, 19 participants (21%) identified themselves as non-tenured track faculty.

Table 5

*Participants Responses on whether they are Tenured-track faculty*

	Tenured Track Faculty	Non-tenured Track Faculty
N	70	19

Of the 88 faculty participants who responded to whether they are tenured or not, 36 (41%) stated they were not tenured faculty, while the remaining 52 (59%) participants indicated they were tenured.

Table 6

*Participants' Responses on whether they are tenured faculty*

Are you a tenured faculty?	Yes	No
N	52	36

Table 7 shows the duration of participants in academe. 19 (21%) participants stated they have been in academe for less than 5 years. 23 (26%) participants have been in academe for 5-10 years, while 11 (12%) participants indicated they have been in academe for 11-15 years. Table 7 also shows that 12 (13%) of the participants have been in academe for 16-20 years. 25 (28%) participants have spent more than 20 years in academe.

Table 7

*Participants' Duration in Academe*

Years in Academe	N
Less than 5 years	19
5 – 10 years	23
11 – 15 years	11
16 – 20 years	12
More than 20 years	25

Table 8 shows how long participants have been at the University of Saskatchewan. Of the 90 participants who provided their length of service at the University of Saskatchewan, 16 (18%) have been at the university for less than 5 years. 28 participants (31%) have been at the university for 5-10 years, while 16 participants (18%) have been at the institution for 11-15 years. 12 participants (13%) have been at the university for 16-20 years, while the remaining 18 participants (20%) stated they have been at the university for more than 20 years.

Table 8

*Participants' Duration at the University of Saskatchewan*

Years in Academe	N
Less than 5 years	16
5 – 10 years	28
11 – 15 years	16
16 – 20 years	12
More than 20 years	18

Table 9 shows the colleges of participants. Of the 92 participants who responded to the survey, 80 faculty participants provided their colleges. As it can be observed, a great proportion of the participants (33) came from Arts and Science followed by Medicine (8).

Table 9

*Participants' Colleges*

Colleges	N
Agriculture and Bioresources	4
Arts and Science	33
Business	4
Education	6
Engineering	3
Law	2
Medicine	8
Nursing	5
Pharmacy	4
Veterinary Medicine	6
Other	5

**Phase I Data – Participants' Narratives**

The survey instrument used in collecting these data contained both structured and open ended questions that allow participants to provide their experiences in narrative form. Chase (2000) defined a narrative as a short or extended story about a particular event or significant aspect of one's life such as schooling, work, marriage or divorce. A narrative may be written or oral (Chase). The data presented in this chapter are the accounts of the 92 faculty members who responded to the survey. The stories reveal the personal accounts and experiences of participants as to why they became and remained as faculty members. The stories reveal the personal frustrations, challenges and satisfactions of participants as faculty members. The researcher reported the tales in as close to a verbatim account of the story tellers (participants). The researcher also paraphrased participants' narratives to avoid excessive quotations. Participants' quotes were corrected for spellings, acronyms and

abbreviations. The data gathered from participants are presented and discussed in the order in which they appeared on the survey instrument.

### ***Narrative # 1: The Status of the Professoriate***

The researcher was first interested in getting the perspectives of participants on how they see themselves as faculty, and what they feel their roles are in the university and in the society. To achieve this objective, the researcher devoted the first section of the survey to getting the perspectives of participants on the status of the professoriate. The first section of the survey posed four major questions on the status of the professoriate. The questions asked include: How would you describe yourself as a faculty member? What is it like to be a faculty member? How would you rate the three major roles of faculty (teaching, research and community service), dividing 100% among the three roles? What other roles do you think faculty have or play within the university and the society?

#### ***How would you describe yourself as a Faculty Member?***

Participants provided several descriptions of faculty. To some participants, being a faculty member is about enhancing students' well-being in their pursuit of knowledge. One participant stated:

I would describe myself as part of a team whose main focus is the students' well-being in their pursuit of knowledge to enhance their career choice. It is my job as a faculty member to collaborate with others to bring about the team effort of presenting knowledge in a variety of methods.

To others, being a faculty member is about acquired knowledge and commitment to learning. As another participant pointed out, "I am a faculty member because of the knowledge I have acquired, and because of my ongoing commitment to acquire more knowledge and share it with others." Participants also described faculty in terms of services to students and practitioners. One participant described faculty as people who are "hard working, caring,

interested in serving students.” The participant stressed further, “we [faculty members] are also interested in serving practitioners (the field), as well as engaging in research in an attempt to improve practice.”

The vast majority of participants described faculty in terms of responsibilities, rank, and what they do at the university. One participant provided the following description:

I'm an Assistant Professor. For me, this means being able to teach at the undergraduate and graduate levels; to carry out research with the support (financial and HR-based) of my institution; and to participate in short and long-term decision making in relation to issues such as curriculum revision and university culture.

A more comprehensive description of faculty was given by one participant who stated:

I consider myself as a faculty, who participates in all roles that this job offers. I have taught and teach many different courses in my discipline from undergraduate to graduate level, for students preparing for professions in research and industry as well as students in liberal arts. I interact with faculty from various colleges in organizing and presenting seminars. I have collaborative research with them and also participate in committee works. I am also involved in outreach activities with local, national and international educational organizations. Of course, the same applies for my research too.

The above quotes encapsulate the responses of participants on how they describe themselves as faculty members. Participants described themselves as faculty in terms of academic ranks, knowledge, and commitment to ongoing learning.

### ***What is it like to be a Faculty Member?***

Participants provided responses that were both confessional and self-revealing. The responses displayed the emotions of satisfactions, difficulties and challenges that come with being a faculty member. To some participants, being an academic is both satisfying and rewarding. As noted by a participant, “The intellectual work is enormously satisfying, as it allows ongoing renewal. One also has considerable freedom in setting out one's research

goals. The contact with young students keeps you young, and helps keep your research grounded.” To others, being an academic is not always satisfying. According a participant:

One mortgages her life to the institution ... The expectation to teach, publish, be on committees, serve "the field" and so on demands that all I do is work. It is sometimes frustrating that I cannot even consider weekends a time for refueling. There is no such thing. You work, work, work. Part of the problem is that we all face that kind of ridiculous schedule so that if one ISN'T working overtime, one is perceived as slacking off. The job has its moments of reward when you actually have time for an intellectual discussion, a chance to sit and do some reading, but that happens on "your own time." I thought this job was about reading and writing, and I find that is what I have to fit into my 'spare' time. So, what is it like to be a faculty? It's kind of like being a hamster on a wheel. You keep spinning and spinning for your dinner and where do you end up? One sometimes wonders.

Another participant extended their comments to the governance structure of the professoriate:

Being a faculty member is a continual learning experience. Our governance structure is unique; collegial processes are governed by tradition, as well as bureaucratic controls. If the tradition is highly-political, or if environmental factors change, individual faculty experiences are at risk of gang-behavior. There is little education for new faculty to understand the operation of power and politics in organizations ... New faculty are at greatest risk, not from the administration, but from their fellow faculty members. Voice is silenced through self-monitoring largely because of the tenuous nature of employment security or promotion opportunities, unless tied to performance of desired outcomes, research especially. Teaching excellence for tenure-track PhD's is paid lip service, yet shunned in promotion and merit increase decisions. The University's reward systems, and the collegial review committees, are political processes. Those who are "players" can be benevolent or punishing; in all cases, playing for personal power or interests of a clique's power harms the psychological safety that faculty need for personal health and for productive use of their energy and time. I am happy here, and enjoy the students. I don't play the game, and if I am vocal, I make my interests transparent. I have been harmed in the past, but I am not new.

In spite of its challenges and difficulties, participants described the professorial work as both hectic and rewarding. One participant described being a faculty member as “equal portions of validation and frustration in all areas of activity.” Another participant likened being a professor to a calling. As noted by the participant, “It's [being a faculty] a lot of



work. Because the job demands an emotional as well as intellectual and (especially in terms of lecturing) physical engagement in all that you do, I think of being a professor as a calling.”

Participants were asked to rate the three major responsibilities of faculty, dividing 100% among teaching, research and community service. Table 10 provides the descriptive data on how participants rated the three major responsibilities of the professoriate when 100% is divided among faculty roles of teaching, research and community service. Table 1 show that teaching received a mean rating of 45% from the 90 participants who responded to the question. Research received a mean rating of 38%, while community service received a mean rating of 17%.

Table 10

*Ratings of the Three Major Responsibilities of the Professoriate (N = 90)*

	Teaching	Research	Community Service
Mean Rating	45%	38%	17%

Participants’ divergent opinions on the ratings of the three major responsibilities of faculty were evident in their responses to an unstructured follow-up question. Participants were asked to provide more information on the rationale for their ratings. One participant who favored teaching above other responsibilities stated, “The role of the university is higher learning, so naturally teaching should be a large part of the role of faculty.” Another participant noted, “I have a very light teaching load and focus most of my energy on research, on obtaining external funding and on publications.”

One participant expressed frustration that administration was not included in the survey as a separate responsibility of faculty:

Why is there no category for administration? I spend more time on administration as a single item than on any of the other categories. This includes not only administration in regards to students, but also that related to the department, the college, and the university. The fact that this category was not included is frustrating and disappointing. Many faculty contribute a tremendous amount of their time to the activities that keep the university running (e.g., serving on council, academic hearings, graduate studies committees, tenure and promotion committees, etc.) and this is not recognized by the university or [is] under-valued by the university.

The content analysis of participants' responses suggested that teaching and research are the two dominant responsibilities of the professoriate. As one participant put it, "Teaching and research are the university's two primary duties to students, to their parents, to the public at large, and to their disciplines. Community service is highly recommended, but never acknowledged or rewarded in university assessments of performance." Nevertheless, participants identified teaching, research, community service as part of the professorial work. Describing their experience as it relates to the professorial responsibilities, one participant wrote:

Teaching and university administration are the bulk of my work during term time, although I try to do research and writing during the term. Community service (department, college/university, professional, and general public) can be onerous during term time, but I would prefer to keep it from encroaching on my summers. Research is about 90% of my activity during the summers/term breaks.

Participants' responses indicated teaching as the main responsibility of the professoriate (45%), followed by research (38%). Community service received the least rating (17%) from participants.

***What are the rationales for rating the three major responsibilities of the Professoriate?***

Participants' responses on the above question suggested that the level of importance attached to the three major professorial roles depends on an individual, their field of specialization and their performance evaluation criteria. As one participant stated, "The distribution of time depends on the individual. Some by choice or assignment may

concentrate more on one than the other.” The response of another faculty participant revealed how an individual’s evaluation criteria might have influenced their ratings of the three major professorial roles. This is the story of the faculty participant:

Because I am evaluated on my professional practice and a large part of that practice is related to community service I devote a larger part of my time to it than research. This is in contrast to my research focused colleagues who provide community service as a result of the research that they do. My research comes out of my practice.

Participants also suggested that the level of importance attached to each professorial role depends on the individual career stage. As this participant put it:

It depends on where you're at in your career: tenured or pre-tenure, for example, or interested and able to engage in administrative duties. My goal at this stage (pre-tenure, developing a research profile, figuring out my students' needs) is to balance research and teaching, which feed into each other, and to learn about community and collegial possibilities.

Another participant agreed that participants’ ratings of the professorial roles might have been influenced by their career stage. This is the view of the participant:

Faculty go through stages. Early in a career, the emphasis should be on research first, then teaching and lastly administration/service. Later on some faculty should be allowed to continue emphasizing research, provided they publish above average and get grants ... Community service is fine and may take the place of some teaching and some research.

In a follow-up question, participants were asked to name other roles faculty play within the university and society. Mentorship, mediators, thinkers, public intellectuals, leaders, role models, inventors of new products/knowledge, consultants and experts were mentioned by participants.

In Narrative # 1, I sought the views of participants on the status of the professoriate. The data show teaching and research as the two dominant roles of professors. Participants noted that the professorial work is both hectic and rewarding, with some likening it to a calling. The data also show that an individual’s discipline and academic career stage

influence their professorial roles. Faculty who are early in their career stage rated research as more important than other professorial responsibilities.

### ***Narrative # 2: Becoming Faculty***

The second section of the survey centered on becoming faculty. This section of the survey posed questions in securing the experiential views of participants on why they become faculty members. The questions were: Why did you pursue an academic career? What attracted you into the profession? Were you in a different line of occupation before coming into academe? If yes, what were you doing before becoming a faculty member? Why did you leave your previous occupation if you were in a different line of occupation before coming into academe? How did you enter the profession? Did you plan to pursue an academic career before entering graduate school? What role did graduate school play in your decision to become a faculty? What other factors influenced your decision to become a faculty? The section also explored how certain factors impacted participants' decisions to become faculty.

#### ***Why did you pursue an Academic Career?***

The responses to the above question showed that participants came into academe for various reasons. While some participants indicated they had wanted to pursue an academic career, others stated that was not something they had planned to initially pursue. The content analysis of participants responses indicated they came into academe for reasons that include, but are not limited to (a) natural curiosity; (b) passion for scholarship; (c) personal communities; (d) need for a challenging profession; (e) encouragement from professors; (f) love of students; (g) lack of other options; (h) circumstance; (i) socialization and (j) unexplainable reasons.

***Passion for scholarship.*** Participants stated they pursued an academic career because of the opportunity academe offers to teach and to conduct research. Regarding why they pursued an academic career, one of the participants noted:

Academic freedom to research what I am interested in without any limitations or interference. The ability to teach new students and to excite them about my field and research. To work one on one with graduate students to help in their training.

***Natural curiosity.*** Participants indicated they pursued an academic career because of natural curiosity. The inquisitive nature of some participants stimulated their interest in research and led them to the discovery of their academic self. As stated by a participant:

My natural curiosity about the natural environment stimulated my interest in research ... I worked as a Teaching Assistant both as a senior undergraduate student and throughout my graduate studies, and I discovered I had a knack for teaching that was appreciated by students. I was hooked and haven't looked back.

***Love for learning.*** For some participants who responded to the survey, it was their love for learning that led them into the professoriate. As these individuals continue to learn in their areas of specialization, they realized there are more things to learn. "I wanted to keep learning about my subject, and eventually got obsessed with my area of specialization. I'm able to feed both of those demands by teaching and conferencing and publishing."

***Interest in the professorial work.*** Participants noted they pursued academic careers because of their interest in academe. For these participants, becoming faculty members is like accomplishing their goals. Participants' interest in the professorial work varies from one individual to another. One participant's interest in reading, writing and teaching led them to an academic career. As the participant noted, "I wanted to be a professor from my first day of university. I thought the opportunity to read, reflect, write and teach would not be found in any other line of work." For other participants, interest in research led them into academe.

***Discovery of scholarship affection.*** Participants pointed out they became faculty members because they discovered their affection for scholarship in the course of their education. Some of the participants contended they never intended to become faculty, but decided to pursue an academic career because they discovered their affection for scholarship in graduate school. This is the response of one participant:

I was not planning to pursue an academic career. I was getting a master's degree to change careers and work in industry. Then I found out I really liked teaching, and then I found out that I liked research as well. So I went ahead with the PhD. I had strong encouragement from my instructors who convinced me I would be good at it.

***Family influence.*** Some participants stated that they were nurtured in academic homes, that their upbringing influenced their decision in pursuing an academic career. As one of the participants noted, “I was interested in teaching, and in research, and in being a public intellectual. My parents had both taught for some time at other universities ... I came from a bookish family.” The role of family influence in participants’ decisions to pursue an academic career was echoed by another participant who stated:

My father was a professor, and therefore as I grew up I saw how much pleasure doing research can provide. As I pursued my own academic career, I was flattered by the responses of professors who indicated that I should pursue a Ph.D. and become a professor.

***Lack of other options outside academe.*** Lack of other options outside academe influenced some participants to pursue an academic career. Participants noted there was no other option outside academe by the time they received a Ph.D. As one of the participants put it, “I like learning, so I kept going through graduate studies. By the time I got a Ph.D., I was overqualified to pump gas and under-qualified to teach elementary school (my Ph.D. is not in Education), so I stayed in academia.”

***Interaction with faculty members.*** The interaction of participants with other faculty members influenced their decisions to pursue an academic career. Participants noted they saw other faculty members as role models and followed their footsteps. A participant stated, “As an undergraduate student I was privileged to work one-on-one with several faculty and was tremendously impressed with their commitment and their life-styles. In other words, I had excellent role-models to emulate.”

***Exposure to university environment.*** Exposure to the university environment influenced participants’ decisions to pursue academic careers. Participants’ stories suggested that exposure to the university at an early stage played a role in their decision to pursue an academic career. One participant wrote, “My family has a history of university affiliation and I was exposed to this environment at an early age, have always thought of learning as life long, long before the idea of a life long learner became fashionable.”

***The search for a more fulfilling profession.*** For some participants, pursuing an academic career is a quest for a more fulfilling career. Participants noted they decided to become faculty members because their previous job was not as fulfilling as they would have wanted. “I initially worked in the chemical industry sector and did not find it fulfilling. A colleague suggested I complete my Ph.D and then obtain a faculty position at a university”

***Intellectual challenge.*** As it is with the vast majority of participants (see Table 12), intellectual challenge influenced participants’ decisions to pursue an academic career. One participant noted, “I worked in industry for many years and although the pay was great, the intellectual stimulation was minimal. Furthermore, independence (and advancing up the power ladder) is frowned upon.” Participants conveyed that they opted for an academic career because their previous jobs were not intellectually challenging.

***The desire to make a positive effect.*** Some participants became faculty members because of their desire to positively affect the lives of younger generations. This is the story of one participant:

Making a positive difference directly to persons who are exceptional and who will make an exponential difference in the world. I am energized by the variety of roles and appreciate the support and pressure to perform at high levels without micromanagement.

***Natural evolution.*** Some participants stated they saw an academic career as a natural evolution. One participant stated that their decision to pursue an academic career was something that evolved from their education. As the participant put it, “It was a natural evolution due to my education. As I went on to continue with research after Ph.D. degree, this career path became available.”

***Unknown factors.*** For some participants, the rationales for pursuing academic careers are either unknown or unexplainable. With reference to why they pursue an academic career, one participant stated, “I’m wondering the same thing; why did I pursue this career!” Another participant wrote, “I don’t know. That’s all I have ever done. I consider I started school when I was five and never stopped. I was fairly good at what I was doing and I was enjoying it. So, I never stopped doing it.”

***Personal freedom.*** The quest for personal freedom led some participants into academe. Participants conveyed that they decided to become faculty members in their quest for personal freedom. After more than a decade in other organizations, one participant stated they embarked on an academic career. As the participant puts it, “I was seeking an opportunity to become my own boss after thirteen years in industry and government in comparable but much more constrained positions.”



***Circumstance.*** Some participants stated that they became academics by circumstance. Regarding why they pursued an academic career, one participant noted, “Actually, it was by circumstance. My wife and I grew up in Saskatchewan and were eager to come back for the lifestyle of the city. A job became available at the University of Saskatchewan and I applied.”

***The desire to work with adults.*** The desire of some participants to work with adults led them into academe. One participant stated that their desire to work with adults and to effect positive change energised them towards an academic career. This is the story of the participant:

As a child I split between being a nurse and a teacher. Now I do both. I like working with young adults and older adults in learning situations. I thought that having the time to do scholarly work and attend conferences was a bonus. I must confess that I also like the opportunity to effect change in my profession through the values and attitudes that I consciously model for the students. I love the diversity among students and particularly enjoy the clinical teaching where I have opportunities to do more one-on-one teaching molded to the individual's learning style.

Table 11

*Participants Who Left their Previous Occupation to Become Faculty Members*

	Yes	No
N	46	46

Table 11 shows the proportion of participants who left previous occupations to become faculty members. From Table 11, 46 (50%) participants confirmed they were in different lines of occupation before coming into academe. The remaining 46 (50%) participants stated they were not in different lines of occupation before becoming faculty. The analysis of data indicated that participants who left previous occupations came from various sectors.

### ***Why did you leave your previous Occupation?***

Participants who came from different lines of occupation were asked to provide reasons for leaving previous occupations. The data shows that participants left previous occupations for various reasons. The following are the narratives of participants as to why they left their previous occupation.

***Lack of satisfaction in previous occupation.*** Like some participants who responded to the survey, the story of this participant indicated that faculty participants left previous occupations because of lack of satisfaction. As noted by the participant, “I was losing enjoyment of that work; I found my stress levels were higher than I cared for.”

***Dissatisfaction with previous occupation.*** Dissatisfaction with previous occupations made some participants to further their education. In the course of their education, these participants found satisfaction in academe. One such participant explained:

I hated the insurance industry and wanted to get into the advertising industry. I planned to do this through a master's degree in Advertising, but my teachers strongly encouraged me to look at a PhD degree and an academic career, so I did not end up in the advertising industry.

***Sense of incompleteness in previous occupation.*** Sense of incompleteness influenced some participants to leave previous occupations. One participant stated they decided to further their education because their previous job was not intellectually challenging. The participant furthered their education and eventually became a faculty member. “I did not find my career fulfilling. I completed my PhD in management and consequently changed my area of study.” Stressing the influence of *incompleteness* in their decisions to leave a previous job, another participant wrote:

I was suffering from ennui in my previous job. I didn't feel surrounded by deep thinkers. I wanted a job where I would be challenged in an intellectual way. Some jobs challenged my patience, but that's not what I was interested in.

***Lack of intellectual challenge.*** For some participants, lack of intellectual challenge and advancement opportunities influenced their decisions to leave previous jobs. In the quest for intellectual challenge, these participants became faculty members. “Career advancement opportunities; lack of intellectual challenges; lack of opportunities to make a difference; lack of opportunities to use my strengths” were the reasons given by a participant for leaving their previous occupation.

***The desire for more opportunities and flexibility.*** As it is with many participants who responded to this survey, the search for more opportunities and flexibility influenced their decisions to leave previous occupations. This is the story of a participant:

I wanted to have more flexibility and opportunities within my scope of practice. I think I initially thought I would like to be a clinical nurse educator or specialty educator within the hospital setting and so pursued graduate studies with this in mind.

***The desire for change, freedom and intellectual growth.*** Some participants left previous occupations for change, freedom and intellectual growth. This group of participants wanted change and intellectual growth, which they found in academe. Commenting on why they left their previous occupations, one participant wrote, “The need for change. The desire to be more in charge of my work life and to follow what interests me. The opportunity to work with high achieving individuals, to be stimulated in my own thought and grow intellectually.”

***The desire to continue to learn and to help others learn.*** For some participants, the desire to learn and help others learn made them leave their previous jobs. Participants indicated they left previous jobs because they have a strong desire to learn and to help others learn. As one participant put it, “I wanted to have the personal fun of helping others to learn and to learn myself. I get bored if I am not learning something conceptual.”

***How did you enter the profession?***

Participants were asked to recount their experiences as they relate to how they decided to pursue an academic career. The purpose of this question was to bring to light the circumstances surrounding the decisions of participants to become faculty. The following are the themes that emerged from participants' narratives.

***The quest for a job.*** To some participants, becoming a faculty member is about getting a job with a Ph.D. qualification. As one participant wrote, "I applied for positions. I also applied for one government position, so it was really about getting a job as a person with a PhD."

***The influence of friends.*** Friends were influential in the decisions of participants to pursue an academic career. One participant conveyed they applied for a faculty position because of the encouragement received from a friend:

It just happened, my friend told me to apply to the university to teach, at the time I did not think of moving so I put in an old resume thinking they would not hire me. Well they did and as I promised my friend, if I got the job I would take it, from there.

***Passion for Scholarship.*** Passion for scholarship was influential in participants' decisions to pursue an academic career. In spite of the availability of other job offers, one participant decided to pursue an academic career because of their passion for scholarship:

When completing my Ph.D., it was clear that the job which would give me the greatest flexibility to pursue my research interests was [as] a faculty member. I was offered government jobs, but these entailed a more circumscribed research program. I was also drawn to the teaching component of the job.

***Academic Inclination.*** Participants noted they decided to pursue an academic career because they are academically inclined. As one of these participant stated, "I was always academically inclined, and I came from several generations of teachers and academics. By nurture and nature, I had 'faculty member' imprinted on me."

***The desire to change job.*** Some participants became faculty members out of their quest to change jobs:

I had just completed my master's degree and going back to the hospital did not seem like a viable option because as a nurse with a master's degree there were limited positions that would be suitable and given my personal preferences these were even more limited. My initial inclination was to follow an invitation to join a specialist in my favorite medical specialty to become his clinical assistant but then the college of nursing was accepting applications for new faculty - I applied, was offered a term position, found I really enjoyed the work so re-applied and got a tenure track position.

***Encouragement from other academics.*** The encouragement and mentorship of other professors were influential in participants' decisions to pursue an academic career. Regarding how they became faculty, one participant stated, "I was encouraged by professors where I completed my master's degree. I was given a chance to teach university-level courses and I enjoyed it. My university mentors helped by opening some doors, which helped me to complete my Ph.D."

***Interaction, integration and influence of the university community.*** The interaction and integration of participants with the university community influenced their decisions to pursue an academic career. The stories of participants indicated that interactions with faculty were influential in their decision to pursue academic careers:

I knew I liked teaching, but I didn't think I liked research because I found it boring. My teachers kept plying me with different types of research until I found a type that I liked. That's when I first thought that I could enjoy an academic career. Also, I found I was good at both teaching and research, which was encouraging.

***Academic programs.*** The data revealed that participants were exposed to the professorial work (teaching and research) at graduate school. One participant noted they were exposed to teaching through a graduate teaching fellowship. Although the participant was reluctant at the beginning, they developed skills as university educator through the support of

other faculty members. This experience, according to the participant, influenced their decision to pursue an academic career:

I received a GTF [Graduate Teaching Fellowship] which necessitated that I teach as fulfillment of same. I was reluctant, felt ill-prepared and lacked confidence in my ability to do this, but with the support and mentorship of the faculty of the college in which I was studying I was able to develop my skills as an educator at the university.

***Were you planning to pursue an Academic Career prior to Graduate School?***

Participants were asked whether they planned to pursue an academic career prior to graduate school. Some participants confirmed this intention, prior to graduate school. One of these participants stated:

By the time I decided on graduate school I knew I wanted to be a faculty member. For me the decision was made during my undergraduate training. Graduate school simply helped me understand more fully what being a faculty member involved and helped prepare me with some of the skills to take on a faculty position.

Some participants were inclined to an academic career:

I was inclined toward an academic career before entering graduate school. My experiences in graduate school allowed me to learn more about academia, and confirmed that it was a profession that would be rewarding for me.

Conversely, other participants stated they had no intention or inclination towards an academic career. Regarding whether they planned to pursue an academic career prior to graduate school, one participant wrote:

No, I saw myself as someone who would be more of an activist, policy critic, non governmental organization social entrepreneur. I spent a long time doing two graduate degrees and gradually came round to the idea of a possible spell as a faculty member. It had much to do with my respect for a few great teachers and it was not very carefully thought out.

Another participant stated they entered graduate school with the intention of going into industry. This is the story of the participant:

No [I did not plan to pursue an academic career], I thought my master's degree would lead me straight into industry. I had no idea what graduate school would be like until

I got there. I was completely naive and knew nothing of academic research. However, my training in my graduate program was excellent and exposed me to what academic life was like. This went far beyond class work to advice and information on publishing, conferences, teaching, etc.

***What roles did graduate school play in your decision to become a Faculty?***

Regardless of their plans to pursue or not to pursue an academic career prior to graduate school, participants' responses revealed that graduate school played an important role in their decisions to become faculty members. For those who planned to pursue an academic career prior to graduate school, graduate school helped reinforce their choices. One participant recounted their experience, "I had the urge to pursue a faculty career during my undergraduate years, and recognized that graduate training was a necessity. My graduate experience only reinforced my desire to be a faculty member."

For those participants who did not plan to pursue an academic career but were inclined toward it, graduate school helped solidify their choices. As one such participant put it, "Graduate school played an extremely key and important role in solidifying my desire to be a professor. I did have this as a possible career goal, however, largely because of my father's influence." The vast majority of those who did not plan to pursue an academic career prior to graduate school stated graduate school as a major influential factor. One participant noted they discovered their affection for teaching after receiving a graduate teaching fellowship that mandated recipients to teach. This is the story of the participant:

Graduate school was the largest influence in my decision to become a faculty. As a student in Graduate studies I had goals to be an educator ... After receiving a GTF [Graduate Teaching Fellowship] and teaching within the college I discovered my passion for teaching students. Upon graduation with my master's degree I accepted a faculty position.

Some participants noted they were not planning to pursue an academic career prior to graduate school, but made the decision to become faculty members while in graduate school.

One of such participants wrote, “I was not specifically thinking of a faculty career when I entered graduate school, but by the time I was midway through my Ph.D, I knew that was what I needed to do.”

***What factors influenced their decisions to become Faculty Members?***

The responses of participants on the above question showed that participants’ decisions to become faculty were influenced by various factors. Participants’ decisions to become faculty members were influenced by factors such as passion for scholarship, lack of options outside academe, desire for on-going learning, academic lifestyle and freedom, desire to positively affect the lives of students and financial consideration.

***Passion for scholarship.*** For many participants, passion for scholarship led them into academe. Some participants are passionate about teaching and/or learning, while others are passionate about research. The collegiality and opportunities to learn in academe also influenced the decisions of participants to pursue an academic career. As one participant put it, “I really enjoy the opportunities for learning.”

***Financial consideration.*** Some participants indicated they became faculty because they needed to provide for their families. Below is the story of one individual:

I have a family and must stay working. My husband is nearing retirement with a job that's up and down in income, so my pension will be essential for both of us. That is the main reason. I have often thought about other related careers ..., but these would entail an interruption in a good income.

***Academic lifestyle and freedom.*** For some participants, as it is with this particular participant, the academic lifestyle and the freedom to pursue areas of interest influenced their decisions to pursue an academic career:

There is a degree of freedom that allows for the pursuit of interesting ideas, situations and experiences. I like to learn. I like to interact with interesting and intelligent



people who have some passion about life and learning. The pay is moderately acceptable.

***The desire to positively affect the lives of students.*** Some participants were attracted into academe because of their desire to positively affect the lives of students. “I am committed to my students and their love of learning. It is actually amazing to watch their evolution especially for those who go on in their own independent research careers.”

***Lack of options outside academe.*** For some participants, lack of options outside academe influenced their decisions to become faculty members. One participant noted they decided to pursue an academic career because they had no better options after completing a PhD. Regarding why they pursued an academic career, the participant wrote, “Lack of options outside academe became the case after I finished graduate school. I looked into non-academic careers, and, with a PhD in English, found other paths extremely difficult to access.”

***Fate.*** To some participants, becoming a faculty member is a matter of fate or calling. This group of participants believed they were called into the profession. Commenting on the role of fate in their decisions to pursue an academic career, one participant noted, “Fate played the biggest part. I was comfortable in my previous work. The opportunity arose, I was curious enough to follow through and at the moment felt capable of passing on knowledgeably what I had learned.”

In Narrative # 2, participants recounted their experiences on how they became faculty members. Participants stated what attracted them into academe; they also described how certain factors influenced their decisions to become faculty members. Passion for scholarship, natural curiosity, family influence, graduate school intellectual challenge and the

desire to make positive effect were influential in the decisions of participants to pursue an academic career.

### ***Narrative # 3: Remaining in Academia***

The third section of the survey focused on remaining in academe. The researcher was interested in knowing why participants remain as academics. Participants were asked to state why they remain as academics.

#### ***Why have you remained an Academic?***

Participants stated they remain in academe for reasons that include job satisfaction, academic lifestyle and commitment to student learning. Some of the reasons overlap with why participants became faculty members in the first place. The following are the reasons given by participants for remaining in academe.

***Satisfaction derived from the job.*** The vast majority of participants indicated they remain in academe because of the satisfaction they derive from the job. Satisfaction, however, comes from different sources for different individuals. Some participants derived satisfaction from the flexibility of the job. As one participant noted, “I enjoy academia because the job hours are flexible; you have the opportunity to network with other academics, students and community members.” For some participants, satisfaction comes from the professorial work and the interaction with colleagues and students. “I continue to enjoy the variety of topics, the mobility my research provides and the interaction with my students and research staff.” For others, satisfaction comes from the intellectual challenge that is associated with the professorial work “It was a chance to use my brain and write, and to have opportunities to shape the thinking of bright young people.”

One participant stated they enjoy teaching and have remained a faculty member partly because of the satisfaction derived from teaching. As the participant pointed out, “I’ve remained so far because I enjoy my teaching; I have excellent colleagues, and I continue to enjoy my research when I get time to do it.” Participants also derive satisfaction from the learning opportunities associated with the professorial work. One participant noted, “I really enjoy the opportunities for learning, the collegial interactions, the students and the flexibility in my work and in my professional practice. It is all very fulfilling.”

***Academic lifestyle.*** The academic lifestyle is another reason why participants remain in academe. Participants stated they could have earned a better salary elsewhere, but remained in academe because of the academic lifestyle. This is the story of a participant concerning why they remain in academe:

No sense of advantage to move elsewhere. Money would be better elsewhere but not a high value in my decision making. I enjoy the flexible schedule and self-activated demands of work life and tasks I am engaged in. I love the variety of work and find no obstacles to pursuit of interests (mine and those of others).

***Commitment to student learning.*** Participants indicated commitment to students’ learning as a reason for remaining in academe. Regarding why they remain as an academic, one participant wrote, “I am committed to my students and their love of learning. It is actually amazing to watch their evolution especially for those who go on in their own independent research careers. They keep me there!”

***Financial consideration.*** Few participants remain in academe for financial reasons. As this participant stated, “I have a family and must stay working. My husband is nearing retirement with a job that’s up and down in income, so my pension will be essential for both of us. That is the main reason.”

***Inability to envision a better vocation.*** Some participants indicated they remain in academe because they could not envision a better vocation or occupation. As one participant pointed out, “It's what I do best. I can't imagine myself doing another job.” Another participant who shares the same view stated, “I could not envision a better vocation. We had children, which made a change in career less likely. Obtaining tenure also cemented my commitment to stay.”

Participants were of the view that opportunities and possibilities within academe prevented them from envisioning a better vocation. As one participant put it, “Lots of opportunities to do exactly what I had planned and trained to do. Additionally, completing that specific training closed some doors (for example, entering the business world at a level that would be satisfying).” Another participant likened academe to a trap:

It [academe] is a bit of trap. It is hard to remove oneself from the security of a position like this ... The incentives within are such and too strong (students, access to higher levels of learning for myself, access to colleagues with whom I can share etc.), that leaving is less attractive.

In Narrative # 3, participants expressed why they remained as academics. Job satisfaction, academic lifestyle, commitment to student learning, and inability to envision a better vocation were reasons given by participants for remaining in academe. In the following section, I present why participants decided to work and remain at the University of Saskatchewan.

#### ***Narrative # 4: Working at the University of Saskatchewan***

People work in organizations for different reasons. Since this study is a case of faculty members at the University of Saskatchewan, the researcher wanted to know why participants decided to work at the University of Saskatchewan. In order to get this information, participants were asked the following questions: Why did you choose to work at

the University of Saskatchewan? Why have you remained at the University of Saskatchewan?

***Why did you choose to work at the University of Saskatchewan?***

Participants chose to work at the University of Saskatchewan for various reasons. Personal communities, job opportunity and familiarity with the institution were reasons given by participants for working at the University of Saskatchewan.

***Closeness to personal communities.*** Some participants chose to work at the University of Saskatchewan to be close to personal communities. Regarding why they chose to work at the University of Saskatchewan, one participant wrote, “To be close to family; to remain in my hometown; to contribute something positive to my community.” Another participant stated, “My life was in Saskatoon. I would not have moved elsewhere because of personal family relationships.” Participants’ desire to be close to home influenced their decisions to work at the University of Saskatchewan. As expressed in the following narrative:

I wanted flexibility for personal reasons to care for my aging mom. The flexible hours of work were important. I had moved away from town, and my son and nephews were also here so I could return to my role in the family as extended family connector.

***Professionalism and support at the University of Saskatchewan.*** For some participants, perceived professionalism and supports at the University of Saskatchewan influenced their decisions to work at the university. As this participant pointed out:

The focus on research; the support (financial and HR-based) for research; the teaching opportunities and resources available for developing my teaching; the professionalism of everyone I dealt with during the interview process; the enthusiasm of my Department. As importantly, I felt that I would have the opportunity to change and refine the direction of my Department in terms of my field of specialization, which speaks to my interest in becoming more involved in administrative decisions (i.e. at the departmental level).

***Sense of familiarity with the school.*** Some participants decided to work at the University of Saskatchewan because they had a sense of familiarity of the institution. One participant wrote:

I had a degree of familiarity with the university having done a degree here before. My expertise seemed a very good fit with what the university desired and so I felt I would find myself supported in my teaching and research.

***Job opportunity.*** Faculty participants also came to the University of Saskatchewan because it offered them job opportunities. As one participant put it, “I needed a job, and the University of Saskatchewan needed a [practitioner in my field].” Another participant stated they choose to work at the University of Saskatchewan because it was the only offer that was available to them. This is the story of the participant:

I received a job offer from the University of Saskatchewan right after I defended my dissertation; I received no other job offers, so I took this one. I was also under the impression that there was a serious need and desire for a scholar like me and that I could greatly contribute.

For some participants, working at the University of Saskatchewan resulted from choosing the best among alternatives. Regarding why they chose to work at the University of Saskatchewan, one participant stated:

I was interviewed at three institutions; I was turned down at one, got a poor offer from the second, and a strong offer from the University of Saskatchewan. Furthermore, I was joining a community of northern research specialists that was absent at the other institutions.

### ***Why have you remained at the University of Saskatchewan?***

The content analysis of data indicated that participants remained at the University of Saskatchewan for various reasons. Some of the reasons overlap with why they (participants) choose to work at the University of Saskatchewan. The following themes emanated from the stories of participants on why they remained at the University of Saskatchewan.

***Tie to personal communities.*** The vast majority of participants highlighted ties to personal communities as the main reason for remaining at the University of Saskatchewan. Responding to why they remained at the University of Saskatchewan, one participant wrote, “I learned to love the province and its people, and was successful at high levels despite being in a provincial university. Latterly, my interest in First Nations and Métis issues kept me here when offers came from elsewhere.”

***Tie to the university community.*** For some participants, collegiality at the university and opportunity in Saskatoon made them stay at the University of Saskatchewan. As pointed out by a participant, “I like the collegiality, the resources, and the opportunities for teaching and research. We’ll be staying because of the job opportunities available in Saskatoon for my spouse, because we like this city.”

Participants emphasized the influence of friends in their decisions to remain at the University of Saskatchewan. One participant stated, “I had quick advancement which made it hard to go elsewhere but more importantly I made good friends both in and out of the university with whom doing socially valuable research and community action was enjoyable.” Another participant remained at the University of Saskatchewan partly because of collegial support and collaboration. This is the story of the participant:

My wife and I appreciated the quality of life afforded our family in Saskatoon. In addition, my teaching was well received by students and supported by my colleagues. I also benefited from emerging research collaborations with colleagues in [my field] that continue into the present day.

***Lack of better offer.*** Some participants indicated they remained at the University of Saskatchewan because they have not received better offers elsewhere. As pointed out in the comments of one participant, the cost of leaving the University of Saskatchewan outweighs its benefits:

I have had opportunities to leave University of Saskatchewan from time to time. I think I have stayed because the benefits of a different position have never been greater than the benefits of staying. In addition, our college is going through an exciting renewal, which made me stay the last time I got another offer.

***Love of the city.*** Participants remained at the University of Saskatchewan partly because of the city. As one participant pointed out, “The city of Saskatoon did, indeed, turn out to be pleasant. The first 25 years were richly rewarding, intellectually, academically, socially, and even financially. I love Saskatoon.”

***Sense of acceptance at the University of Saskatchewan.*** Participants’ sense of acceptance at the University of Saskatchewan influenced their decisions to remain at the university. This is the story of a participant:

I think that the University of Saskatchewan matches my career aspirations quite well. I would not do well in a pressure-cooker environment. This University is prestigious and demanding of its faculty - I am moderately productive, but not a high-flyer - I feel accepted and valued for my contributions.

***Sense of commitment.*** Participants noted they remained at the University of Saskatchewan because of their commitments to students, departments and/or programs. For one participant, it is commitment to the students. As noted by the participant, “I like the students, and I would feel guilty leaving.” For another participant, it is commitment to the program. Regarding why they remained at the University of Saskatchewan, the participant stated:

Variety of reasons over the years, including sometimes no good offer from elsewhere, sometimes feeling "married" to my programme and responsible for it, sometimes for personal reasons (child in a local school who had to move a lot before due to my profession).

***Sense of satisfaction at the University of Saskatchewan.*** Above all, participants remained at the University of Saskatchewan because of their sense of satisfaction at the university. Some participants noted they had considered other schools, but decided to remain



at the University of Saskatchewan because they are satisfied with the university. As one participant pointed out, “I have examined other universities (University of Alberta, University of Tennessee, and John’s Hopkins). I remain at the University of Saskatchewan because it satisfies my needs.”

In Narrative # 4, participants stated why they chose and remain at the University of Saskatchewan. Satisfaction at the university, love of the city and tie to personal communities were reasons given by participants for remaining at the University of Saskatchewan. In the following narrative (Narrative # 5), the researcher sought participants’ views on how young individuals can be attracted and retained in academe.

***Narrative # 5: Attracting into the Professoriate***

Section five of the survey instrument sought the perspectives of participants on how Canadian universities can attract and retain young individuals in academe.

***What can Canadian Universities do to attract young and talented individuals into Academe?***

Participants provided suggestions on how Canadian universities can attract young individuals into academe. Good wages were suggested to attract young individuals into academe. Regarding what Canadian universities can do to attract young individuals into academe, one participant responded, “Greater financial compensation. We [faculty members] are highly under compensated for the work we do and for our level of education. For those in the applied fields (e.g., clinical psychology, veterinary medicine, etc.) this is very obvious.”

***Good wages.*** In order to be competitive, participants suggested that universities pay more than what they are currently paying faculty members. As one participant put it, “Many professions offer lucrative financial compensation packages; the university needs to have

similar packages if they wish to retain and attract academics.” Another participant disagreed on the notion of financial compensation in attracting young people into academe. This is the story of the participant:

Professors will never be paid as much as masters level professionals practicing high stress operating level jobs or successful entrepreneurs or top medical specialists or lawyers or professional engineers. If money is the main motivator the individual is pursuing the wrong career.

Sharing a similar view, another participant wrote:

People, who set financial compensation as their major goal in life should be discouraged from joining academe. It is a love of their discipline, and love to share with others is a pre-requisite. Professoriate is a way of life and not a means of living. Any one, who sees it as a job should not be there in the first place.

Acknowledging the need for good financial compensation in academe, one participant extended their suggestion to better infrastructures:

Offer more competitive wages/salaries and incentives; update technology; update vision and mandate; recruit more graduate students of color; allow for more autonomy; support cutting edge research; upgrade buildings and specifically classrooms.

Participants stated it would require more than financial compensation to attract young individuals into the professoriate. As this participant put it:

Financial compensation isn't the only factor. As important to me as base salary was the sense that University of Saskatchewan had a system whereby new faculty could count on significant set-up funds and new research was supported financially (leading to Tri-Council grants in the long run). Equally significant was my sense that individual achievement would be recognized and not just in a photo op sense: the individual would be supported and rewarded. This is where the HR [human resources] department and its facilities stand out for me, and this is where a well-run and well-organized department has signaled its vested interest in me, and I like that a lot.

**Mentorship.** Speaking from experience, one participant suggested mentoring as a way of attracting young individuals into academe. As stated by the participant, “Mentorship is one way to encourage individuals to go into academics; it worked for me.” The participant added,

“I think that programs also have to build reputations for excellence based on reality. There is no sense putting out a bunch of mediocre scholars, which seems to be occurring.”

***Good support system for career stages that precede faculty position.*** Creation of a good support system for career stages that precede a faculty position was suggested by participants. Participants suggested that policy makers “create more rewarding and better financed support systems for the career stages that immediately precede a faculty position, namely graduate school and postdoctoral training.” This financial support, according to participants, will ease the transition of graduate and postdoctoral students into academe.

***Better support for faculty.*** Participants suggested better support for faculty. One participant recounted their experience to make an argument for better faculty support. This is the story of the participant:

Make the route to completing a PhD less onerous financially. For my profession at least making the transition from in the field to academia cost me financially more than I will ever regain. That almost stopped me. Spousal support is essential. Universities are asking a lot of people with spouses to relocate and then not offering viable alternatives to spouses. This is especially so if faculty have been students for some time before considering a job at a university. People need to fend for themselves but sometimes the "hurdle" is too high if indeed the public and universities want intelligent, dedicated people to bring their expertise and experience to their university.

***Promoting academe as a unique profession.*** Participants suggested promoting the professoriate as a unique profession. As one participant put it, “Promote education as a positive career choice, not simply as an alternate to some of the highly paying professional fields.” Participants pointed out that faculty need to give positive messages about the professoriate in order to attract young individuals.

The difficulty of attracting young individuals into academe was echoed in the story of one particular participant. With respect to Nursing, this participant lamented at the problem facing their college in attracting young people into academe:

In nursing this [attracting young people] is a particular dilemma. We are looking largely at attracting young women who will be of childbearing age, who need to have PhDs or PhDs well in progress. Most of our graduates want to work right after their BSNs to pay off their debt, and do things they have put off due to being students. Then they want to be parents and biologically and culturally the bulk of early child care is the mother's responsibility. It takes a lot of commitment to go through two levels of grad school raising children and working part time to supplement the family finances. So, in nursing larger and more scholarships would be a priority. Just as a guess I would suggest that for these reasons the average age of our new hires would be somewhere in the early to mid 40's. Another perspective is that of mentorship - I think that can be quite influential especially in nursing where we have the opportunity to work with students more one-on-one in their clinical experiences. Engaging the baccalaureate students in faculty research, in a way that whets their interest - e.g. treated as a team member and involved in decision discussions might also help. I make a point of encouraging promising students to do their masters degrees and talk about the opportunities in the professoriate.

*Nurturing and supporting talented students at an early stage.* Participants contended that attracting young individuals into academe should be a comprehensive strategy that begins at an early stage of the student's life. As this participant put it:

Attract the best secondary school students into University programs, with the guidance and information to pursue graduate study. Provide more scholarships for advanced study. Allow early University course credits. Arrange summer employment with faculty in their talent/interest area. Establish faculty mentorship programs with secondary school students.

Participants noted young individuals can be attracted into academe if they are identified and supported at an early stage. One participant suggested:

By identifying these young and talented individuals in our undergraduate programs and encouraging them to pursue graduate studies; Advertising and going to career fairs to attract graduate students to the University of Saskatchewan; Offer competitive salaries with release time to further education/become involved in major research studies; Establish flexibility in the mix of research, community service and teaching so that each faculty can adjust to their strengths and preferences versus emphasis on research.

***Creating academic work-life balance.*** One suggestion that stood out among participants was the need to balance work with life. A participant stated, “Lifestyle is important. Current expectations in terms of teaching and publishing in the pre-tenure years negatively affect one's family life. This must be moderated.” The comment of this participant suggested that the present culture of the professoriate may not be attractive to young individuals. The participant stressed further, “Recognize that there are many pathways to excellence, and that securing grant money is not the only useful work to be done.” Participants maintained there is a need to show that academic careers are compatible with raising children, and having balance in one's life.

***What can Canadian Universities do to retain young individuals in Academe?***

Employee retention is a key challenge in every organization. Retaining faculty members, particularly the young ones, is a challenge in academe. The responses of participants suggested that the demands of professorial work are enormously stressful, especially for new faculty members. This concern was expressed in the response of this participant:

I do worry these days about all the demands that are put on new incoming faculties. They have to be excellent teachers and researchers and are scrutinized to death. I think they have to be a little bit crazy to jump through all these hoops and have their life quantified to the extreme. That's more stress than one needs.

Nevertheless, participants provided suggestions on how young and talented individuals can be retained in academe. Some of these suggestions overlap with those recommended concerning how to attract young individuals into academe. To retain young individuals in academe, one participant suggested that universities “provide decent remuneration and realistic workloads, and encourage independent inquiry not hampered by needs to partner with commercial interests.”

A good support system was identified as a way of retaining young individuals in academe. Participants suggested that universities provide new faculty members with the necessary tools needed to perform their duties. Participants also demanded that universities provide young individuals with positive academic environments. Regarding how to retain young individuals in academe, a participant suggested:

Provide them [young scholars] with the tools they need to do their work, and allow them the time and resources to fully explore their intellectual passions. Teaching should always be part of this, but it must not crowd out the faculty members own scholarly work. Administrative burden should be reduced to the absolute minimum.

Commenting on the reduction of administrative burden, one participant narrated their account of how time is being wasted on paper work:

I am spending more and more time on paper work to satisfy reporting requirements or university regulations. In order to do this I have to decrease my effort in other areas. A simple solution would be to hire more support staff and let me do the job I was trained to do. Quite simply it is a waste of money, time, and resources to have faculty engaged in activities that are not teaching, research, clinical work etc. because there are no support staff available).

The need for better support system was echoed in the following suggestions of a participant:

Improve administrative support (funding management, accounting, timeliness of cutting through red tape), give a semester or two to get research program underway before teaching starts (ease them in), have laboratory space ready and waiting for them, assign a mentor outside of their department who has the responsibility of initiating a supportive, mentoring relationship, and helping to navigate the system. Have start up funds in place and ready to go before the new faculty member arrives, with a P-Card [procurement or purchasing card] on their desk. Streamline administrative support. Let other people take care of the red tape.

A good management system, no doubt, plays a role in an individual's decision to remain in an organization. Participants suggested that universities strive toward creating a better management system. One participant stressed, "University need to clean up their poor management practices and morale killing management by political influence tendencies.

When the employee survey results indicate that 80% think the place is fair, honest, strong in ethics and integrity, retaining faculty will be easier.”

Understanding the present generation of workforce came up in the suggestions of participants. Participants pointed out that universities need to understand the present generation of workforce in order to deal with them effectively. As one participant put it, “Remember that they [universities] are dealing with a generation who are not baby-boomers in their philosophy. What you've always done to attract and retain, isn't going to be effective any longer.” Stressing that what worked for the baby-boomers might not work for the present generation of workforce, another participant commented:

While there is security and prestige to being at a university, the freedom to work on one's own and be successful without dealing with the university bureaucracy and the way things are done at a university is going to be a challenge. Young and talented individuals want to make meaningful change, not simply to do things because they have to be done to advance to the next level.

To retain young individuals in academe, participants suggested flexibility on the part of the universities. As this participant remarked, “Remember this is a changing workforce. Time commitments outside of the job are key to the younger generations. So giving flexibility in research and teaching as well as necessities for each area of study in regards to tenure and promotion is essential.”

The need for flexibility, mentorship and collaboration for the upcoming generations, was stressed by participants:

Provide them [young faculty] with opportunities to collaborate in scholarly activities so that they are not faced with setting up a whole new program right away, as well as developing a reputation that will get them funding. Continued mentorship, if that is what the individual wants is also helpful. In my first few years here our teaching workloads took up most of my time during the regular terms so the only time I had available (I also wanted a balanced family life) for paying attention to research and written scholarly work was in the spring. Now we teach year round and I find that if the university can be flexible in designing individual workloads to suit individual

working styles that helps each person be more successful - increased job satisfaction and perhaps increased commitment to stay. The work life environment and worklife-homelife balance must also be taken into consideration particularly with the upcoming generations.

The responses received from participants indicated that creating positive work environments is crucial in retaining new faculty. As one participant noted:

I am always willing to go anywhere because I like novelty. What's really important to me is that I feel supported. It is not helpful at all to feel an implied threat about not getting tenure if you don't do such and such. I would appreciate a place that actually helped me protect my research time, rather than loaded me up with teaching and graduate student committees and supervision and other administrative things. A university that is true to its word that it wants me to be a researcher would be interesting to me.

One theme that stood out in participants' responses is support. Speaking from experience, this participant wrote:

Value them, and not just financially. I left an institution not because the salary would be less but because that institution did not indicate to me that they knew who I was and what I did. Nor did they offer set-up funds for me as a researcher: there was no indication that any kind of support for my work was necessary on their part. In contrast, at the University of Saskatchewan, I was told why I was wanted in the Department and what vision the University had for my College, my Department, and my field of specialization. That kind of organization, and that kind of regard for where the individual fits into the organization, speaks volumes about the value they placed on my role here.

In Narrative # 5, participants provided suggestions on how to attract and retain young individuals in academe. Good wages, mentoring and good support systems were part of participants' suggestions for attracting young individuals into academe. Mentorship and good support system were also suggested for retaining young individuals in academe.

### **Phase II Data – Identifying Common Themes**

Identifying common themes and considering their implications took place in three stages. In stage one; the researcher re-read the responses of all participants who responded to the survey (following cross-case analysis), noting the issues that were raised concerning



becoming faculty and retaining young individuals in academe. Participants' personal narratives were presented in Phase I Data.

In stage two, the researcher identified common themes within participants' responses to the survey questions. The common themes are presented in this section. In stage three (presented in Chapters 5 and 6); the researcher reviewed related studies, noting the findings reported that substantiated the results of this study. The studies reviewed for substantiation with this research included, but were not limited to Austin (2002), Heggins (2004), Holley and Young (2005), Verhaegen (2005), Lindholm, (2004) and Stark et al. (2004). Also in stage 3, the researcher discussed the findings of the study with faculty to determine whether the findings resonated with them (faculty) in terms of their decisions to choose and remain in academe.

### *Common Themes*

An examination of the survey data provided useful information on the factors that influenced the decisions of participants to pursue an academic career, why they remain as academics, and why they decided to work at the University of Saskatchewan. The data provided information on why participants remain as academics at the University of Saskatchewan. Participants also offered suggestions on how Canadian universities could attract and retain young individuals in academe.

### *Defining Faculty*

The researcher wanted to know how participants describe themselves as faculty members. The researcher therefore, posed the question: How would you describe yourself as a faculty member?

***Faculty as teacher, researcher and community service provider.*** The vast majority of participants described faculty in terms of ranks and responsibilities at the university. Participants described faculty in terms of teaching, research, and community service and/or outreach. This is how a participant defined faculty:

I'm an Assistant Professor. For me, this means being able to teach at the undergraduate and graduate levels; to carry out research with the support (financial and HR-based) of my institution; and to participate in short- and long-term decision making in relation to issues such as curriculum revision and university culture.

Participants agreed on the tri function of the professoriate, but noted contributions on those functions vary from one individual to another. As stated by a participant, "Our faculty have a triple function: teaching at the undergraduate and graduate level, conducting research in applied and basic areas and outreach to the public. Of course not all members will contribute equally to each area."

### ***What is it like to be a Faculty Member?***

Participants described being a faculty member in terms of satisfactions, challenges and frustrations that come with being an academic. One participant described being a faculty as "hectic, but satisfying." Participants expressed frustrations on what they called increased *bureaucratization of the university*. Responding to the above question, one participant wrote:

Very exciting and rewarding at times but also very frustrating. At times there is a considerable lack of support or awareness of the difficulties of the job or of the amount of time and energy that faculty members commit to their job. This lack of support and awareness is most obvious in terms of higher level administration (i.e., outside the department).

Nevertheless, participants maintained being a faculty is both rewarding and satisfying. As one participant put it, "Being a faculty member is one of the most rewarding of professional pursuits. There is a level of respect to those holding such positions, and there are the satisfactions that come from conducting tasks which have value to society."

### ***Do Faculty have roles outside the University?***

Participants were of the view that faculty roles transcend beyond the boundary of the university. There was a consensus among participants that faculty have public obligations to provide guidance on social, economic, political and technical issues. Stressing the public roles of faculty, a participant stated:

We [faculty] are a trusted source of information and guidance on advanced thought processes. We have an obligation to conduct ourselves accordingly and play a role in our own governance. As public scholars we have an obligation to always do our very best to tell the truth and provide guidance on difficult social and technical questions.

The role of faculty members outside the university was echoed by another participant who stated:

The heart and soul of democratic society involves maintaining venues such as the university where a range of unfettered discourse and research pursuits can flourish. Faculty in their respective roles, by their efforts and by the potential benefits they might provide to society in general, need to remain expert third parties to government and business (in particular). Regardless whether a professor's area of study is engineering, genetics or political, the maintenance of this third party status is crucial. Faculty are the advance scouts in many ways for new ways of thinking, new technologies, and information. Faculty must play an active role in strengthening and building the university in ways which does not leave the university beholden to outside parties.

### ***What factors influenced your decision to pursue an academic career?***

Participants' responses showed that their decisions to pursue an academic career were influenced by a variety of factors. In discussing these factors, factors whose mean and median were less than or equal to 3.5 (average based on a scale of 0 to 7) were regarded as insignificant. By using the word *insignificant*, I do not mean to discard the importance of these factors in participants' decisions to become faculty members, nor do I mean *insignificant* in a statistics sense (statistically insignificant) that the factors are due to chance. By using *insignificant*, I am trying to point out that those factors (insignificant), based on the

aggregated data, were of little importance in faculty decisions compared to other factors. A quantitative summary of participants' responses on the importance of certain factors in their decisions to become faculty members can be viewed in Table 12.

Table 12

*Ratings of the Importance of Certain Factors in Participants' Decisions to Pursue an Academic Career*

<i>Factors</i>	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>Maximum</i>	<i>Minimum</i>
Personal Communities	3.76	4	5	7	0
Personal Values	5.75	6	7	7	0
Academic Lifestyle	5.16	5	7	7	0
Socialization	4.87	5	5	7	0
Role Models	4.74	5	5	7	0
Guidance Counselor	0.52	0	0	6	0
Institutional Culture	3.96	4.5	5	7	0
Passion for Scholarship	5.85	6	7	7	0
Job Security	3.13	3	0	7	0
Financial Compensation	2.90	3	4	7	0
Opportunities and prospects in different lines of work	3.44	4	0	7	0
Demographic Factor	1.63	1	0	5	0
Intellectual Challenge	6.22	6	7	7	3
Fate or Destiny	2.00	1	0	7	0
Lack of Options Outside academe	1.19	0	0	6	0

*Note:* Factors were rated on a scale that ranges from 0 (not a factor at all) to 7 (extremely important).

***Personal communities.*** Table 12 shows that personal communities (family, friends, relative etc.) played a role in participants' decisions to become faculty members. Personal communities received a mean rating of 3.76 from participants. Personal Communities has a median rating of 4, with 5 being the most frequent rating. Commenting on how personal

communities impacted their decision to pursue an academic career, one participant noted, “I come from an academic family; it didn't occur to me to do anything else.” Another participant conveyed that encouragement of friends and spouse influenced their decision to become an academic. As the participant stated, “I knew several faculty members well, including my spouse, who was very encouraging. My supervisor also suggested that an academic career would be appropriate for me.”

***Personal values.*** Quantitative summary of data in Table 12 shows that personal values play an important role in participants’ decisions to become faculty members. Personal values received a mean rating of 5.75, with 7 being the most rated scale. Personal values also received a median rating of 6. The role of personal values in participants’ decisions was noted in the story of a participant:

I found that I could spend hours in the library researching, reading, and thinking about issues in literature. My passion for the life of the mind was very important in my decision to pursue an academic career. I also love teaching, so it seemed a perfect blending of my interests.

***Academic lifestyle.*** Academic lifestyle was identified as an important factor in participants’ decisions to become faculty members. As it can be observed in Table 12, academic lifestyle received a mean rating of 5.16. Academic lifestyle received a median rating of 5, with 7 being the most frequent rating. The role of an academic lifestyle in participants’ decisions was revealed in the response of a participant who stated, “The enjoyment and challenge of dealing with knowledge accumulation and transmission was uppermost. I have nothing in my personal or family background that would have been very significant.”

The role of an academic lifestyle was echoed by another participant who decided to become a faculty member despite a salary less than what could have been earned outside

academe. As pointed out by the participant, “The academic lifestyle with a combination of teaching, research and clinical work is very satisfying. Compensation currently is about 25 to 30% less of what I could make in private practice.”

***Socialization.*** Socialization is the process whereby people learn the attitudes, values, and actions appropriate to individuals as members of a particular culture. Anticipatory socialization made us understand that people rehearse for future positions and occupations. The responses of participants on this factor (socialization) support the notion of anticipatory socialization. Based on Table 12, socialization (interaction, integration and learning) played a significant role in participants’ decisions to become faculty members. Socialization received a mean rating of 4.87; it has a median and mode rating of 5. The role of socialization was evident in the story of a participant who stated, “As an undergraduate student I was privileged to work one-on-one with several faculty and was tremendously impressed with their commitment and their life-styles.”

***Role models.*** The influence of role model has always been an important factor in peoples’ career decisions. The data shows that academe is no exception. Table 12 shows that role model received a mean rating of 4.74 as well as a median and mode rating of 5. The influence of role models was noted in the response of a participant who stated, “My professors encouraged me to pursue the position [academic] despite my reservations on being prepared for academia.” Another participant narrated how a role model influenced their decision to pursue an academic career:

I had an excellent role model in my undergraduate thesis supervisor, both as a teacher and researcher. I pursued my M.Sc. and a post-doc fellowship under his supervision, and I modelled one of my most successful courses off of a course that he taught.

***Passion for scholarship.*** Passion for scholarship was validated by participants as a key factor in their decisions to pursue an academic career. As it can be observed in Table 12, passion for scholarship received a mean rating of 5.85. Passion for scholarship has a median rating of 6, with 7 being the most frequent rating. Like the vast majority of participants who responded to the survey, this participant noted, “Passion for scholarship and research created the need/desire [for me] to move towards an academic career.”

***Intellectual challenge.*** The data indicated intellectual challenge as the dominant factor in participants’ decisions to pursue an academic career. Intellectual challenge received a mean rating of 6.22. Intellectual challenge has a median rating of 6, with 7 being the most common rating. There was a consensus among participants that intellectual challenge is a key factor in their decisions to pursue an academic career. As noted by a participant, “The most important factor [in pursuing an academic career] is intellectual challenge. It [academe] is a field that allows for research and curiosity.” Some participants noted they left previous occupations for academe because previous occupations were not intellectually challenging. This is the story of one such participant:

I was suffering from ennui in my previous job. I didn't feel surrounded by deep thinkers. I wanted a job where I would be challenged in an intellectual way. Some jobs challenged my patience, but that's not what I was interested in.

Another participant took a salary cut in the pursuit of intellectual challenge that was lacking in a previous occupation. This is the story of the participant:

Intellectual challenge was lacking in my previous job. I assumed that being a professor would be stimulating. I definitely didn't do it for the money because the money is actually lousy for the amount of work one has to do. I took a major salary cut when I entered the academy. But I don't know of anywhere else where one can actually pursue ideas as a job. That's what is wonderful about it.

***Institutional culture.*** Institutional culture played a role in participants' decisions to become faculty members. From Table 12, institutional culture received a mean rating of 3.96, with 5 being the most common rating. A great proportion of the participants stated experiences in academic programs and graduate schools as influential factors in their decisions to pursue an academic career. Some participants noted graduate school experience as the most significant factor in their decisions to become faculty members. The influence of institutional culture was conveyed in stories of participants. One participant wrote:

I was at a great graduate school where the faculty were most interesting people interested in every thing with a real passion. The greatest years of my intellectual life (if not my life altogether) were while I spent three marvellous years as a graduate student.

Another participant stated graduate school experience as the most significant factor in their decision to pursue an academic career. As the participant put it, "Graduate studies was the single most significant factor influencing my decision [to pursue an academic career] as it exposed me to the role [of professors]. Once I began teaching it was the intellectual challenges and passion for scholarship, and socialization that took over."

***Insignificant influence of job security.*** Job security played a small role in the decisions of participants to pursue an academic career. Factors with mean and median rating of less than 3.5 were regarded as insignificant. In Table 12, job security received a mean rating of 3.13, with 0 being the most frequent rating. Job security also received a median rating of 3.

***Insignificant influence of financial compensation.*** Table 12 disclosed that financial compensation played an insignificant role in participants' decisions to become faculty members. Financial compensation received a mean rating of 2.9. It received a median rating of 3 and a mode of 4. The insignificant influence of financial compensation was expressed by



a participant who stated, “Financial compensation [in academe] is poor compared to what I would achieve in private practice”

***Insignificant influence of demographic factor.*** The responses of participants indicated that demographic factor played a minimal role in their decisions to become faculty members. From Table 12, demographic factor received a mean rating of 1.63. Demographic factor also received a median rating of 1, with 0 being the most frequent rating.

***Insignificant influence of opportunities and prospects in different lines of work.*** Table 12 shows that opportunities and prospects in different lines of work played a minimal role in participants’ decisions to become faculty members. Opportunities and prospects in different lines of work received a mean rating of 3.44; it received a median rating of 4 and a mode of 0.

***Insignificant influence of fate.*** Table 12 signified that fate played a minimal role in participants’ decisions to pursue an academic career. Fate received a mean rating of 2; a median rating of 1; and a mode of 0. In spite of its low aggregate ratings, some participants emphasized the importance of fate in their decisions to become faculty members. As one participant stated, “I am a person of faith and felt called to the academic profession.”

***Insignificant influence of lack of options outside academe.*** Lack of opportunities outside academe played a minimal role in the decisions of participants to become faculty members. Table 12 shows that lack of opportunities outside academe received a mean rating of 1.19; a median rating of 0; and a mode rating of 0.

***Insignificant influence of guidance counsellor.*** Experiences with guidance counsellors had a minimal influence in participants’ decisions to become faculty members.

Guidance counsellor received a mean rating of 0.52, with 0 being the median and most frequent rating.

*Pursuing an academic career – A combination of many interrelated factors.* The analysis of data showed that many interrelated factors influenced participants' decisions to pursue an academic career. From Table 12, eight of the tested factors received a mean and median rating of 3.5 and above. The influence of many interrelated factors in participants' decisions to pursue an academic career was highlighted in their responses to non-structured questions. One participant stated that their decision to pursue an academic career was influenced by a combination of factors that include fate, personal communities, and personal values. This is the participant's story:

Fate or destiny was the deciding factor, my friend was also an important push towards choosing this career and the challenge of increasing my knowledge played a larger part. Personal values, I believe in the importance of education (this was emphasized by my parents), and other factors well, no big deal because if I worked in the field, all the other factors would be larger, I would make more money, I would meet more people (colleges), I would have more time after work, so they did not play a large part in my decision.

Another participant highlighted family influence, values and age as factors in their decision to pursue an academic career:

My father went to university when I was eighteen months old. When he graduated I was five and knew then that whatever I did I would be going to university. It is difficult to separate my family from my values because my value system was highly influenced by my parents and extended family. Both my parents are life-long learners and being a faculty member provides easy opportunities for me to do that as well. Financial considerations were not very high because my husband was fairly wealthy - it only gave me more opportunity to pick what I really wanted to do without worrying about money. At the time I was hired by the university I was making the same, if not more in practice. Age was also a factor in its relationship to experience.

For some participants, the decision to pursue an academic career was influenced by a combination of internal and external factors that include intellectual challenge and flexibility.

This is the story of a participant:

The money and job security are nice, but you can make more by becoming a lawyer, for example. In terms of outside influences, being able to work with intelligent people and being able to vary your routine ... In terms of personal factors, I like being challenged by students, colleagues, and myself: you can never know enough. And I think I'm meant to do this: I can't think of another job that would give me this kind of challenge and demand so much of me and give me such a variety of rewards.

***What factors influenced your decision to remain in Academe?***

In an attempt to understand why participants remain in academe, participants were asked to rate the importance of certain factors in their decisions to remain as academics. The result is presented in Table 13.

Table 13

*Participants' Ratings of the Importance of Certain Factors in their Decisions to Remain in Academe*

	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>Maximum</i>	<i>Minimum</i>
Academic Lifestyle	5.45	6	7	7	0
Financial Compensation	3.88	4	4	7	0
Passion for Scholarship	6.21	7	7	7	0
Lack of opportunities outside academe	1.81	1	0	7	0
Job Satisfaction	5.31	5	7	7	0
The prestige of the profession	3.02	3	0	7	0
Collegial Support	4.05	4	5	7	0
Job security	3.95	5	5	7	0
Autonomy associated with the profession	5.73	6	7	7	0

*Note:* Factors were rated on a scale that ranges from 0 (not a factor at all) to 7 (extremely important).

***Academic lifestyle.*** Academic lifestyle was highlighted by participants as an important factor in their decisions to remain in academe. As it can be observed in Table 13, academic lifestyle received a mean rating of 5.45, with 7 being the most frequent rating. Regarding why they remain in academe, one participant wrote, “I really enjoy the opportunities for learning, the collegial interactions, the students and the flexibility in my work and in my professional practice. It is all very fulfilling.” Participants maintained they remained in academe because it [academe] offered a vehicle for the kind of life they wanted to live.

***Financial compensation.*** While financial compensation was insignificant in participants’ decision to pursue an academic career, it is significant in their decisions to remain in academe. A participant wrote, “I get paid reasonably for doing what I love.” Table 13 shows that financial compensation received a mean rating of 3.88. Financial compensation received a median rating of 4, with 4 being the most frequent rating.

***Passion for scholarship.*** Participants’ passion for scholarship is the dominant factor in their decisions to remain in academe. As it can be observed in Table 13, passion for scholarship received a mean rating of 6.21; it has a median and mode rating of 7. The influence of passion for scholarship in participants’ decisions to remain as academics was echoed by a participant who stated, “Passion for scholarship is essential to academia. A person without passion probably should not choose to be a faculty member.” Another participant wrote, “My passion for my research, clinical work, and especially my work with my students keeps me here.”

***Job satisfaction.*** The emotional state resulting from an individual’s appraisal, affective reaction and attitude towards their job determines whether that individual will stay

in that job or not (Wikipedia, n.d.). When this emotional state is pleasurable, it is job satisfaction. Job satisfaction plays a role in participants' decisions to remain in academe. As one participant noted, "Job satisfaction is critical to my decision to stay." Job satisfaction received a mean rating of 5.31, with 7 being the most frequent rating. Job satisfaction also received a median rating of 5.

***Collegial support.*** Participants noted they remain as academics partly because of the collegial support they enjoy in academe. As it can be observed in Table 13, collegial support received a mean rating of 4.05. Collegial support received a median rating of 4, with 5 being the most frequent rating.

***Job security.*** Participants emphasized job security as a significant factor in their decisions to remain as academics. Job security received a mean rating of 3.95 from the 84 participants who rated the factor. Job security has a median rating of 5, with 5 being the most frequent rating.

***Autonomy associated with the profession.*** Participants indicated they remain in academe partly because of the autonomy associated with the profession. One participant noted, "I value the autonomy I have in my profession as a faculty member. That is also a component in why I remain in academe." As it can be observed in Table 13, autonomy associated with the profession received a mean rating of 5.73. It has a median rating of 6, with 7 being the most frequent rating.

***Remaining in academe: A combination of interrelated factors.*** The analysis of participants' responses shows that they remain in academe for many interrelated reasons. For one faculty participant, the decision to remain an academic is a combination of academic lifestyle and passion for scholarship. This is the story of the participant:

It's an amazing life. Work includes everything I love (or have learned to love): through teaching, I get to be the person that I wanted to be (but wasn't)--I get to be animated and enthusiastic and I have a captive audience for it (fortunately, then tend to enjoy being captive in my class). My research and writing work enables me to hone my communication skills.

Another participant stated autonomy of the profession, collegial support, job security and passion for scholarship as reasons for remaining in academe:

The point about independence is key, and that's where the prestige angle becomes most important: any demonstrated authority is useful insofar as it allows me to follow my teaching and research interests in the ways I want to. The other factor is job security: tenure and the potential for tenure is crucial because of the autonomy that it guarantees. Having the support of colleagues and students only bolsters my ability to carry out research effectively and to continue experimenting in the classroom. Those are the things that give me job satisfaction: I can set my own goals while having any number of resources available to refine my work and thinking.

Personal appeal and flexibility of the work were mentioned as reasons for remaining in academe. Participants conveyed they remain in academe because no other jobs appeal to them. This is the narrative of a participant:

None of the opportunities outside of academe really appeal to me. I am an idealist who likes the opportunity to get down and dirty in the community - perhaps a split personality? I am now a senior faculty member so the financial and job security considerations have grown in significance as well. As far as the prestige - it doesn't really help me in my professional practice - it makes me seem unapproachable ... As far as autonomy is concerned I really value the ability to be self-directed. As we become more policy and procedure focused that self-direction is a little less available but there is still enough flexibility in the work to make up for that.

***What factors influenced their decisions to remain at the University of Saskatchewan?***

In addition to knowing why faculty members remain in academe, the researcher wanted to know why participants remain at the University of Saskatchewan. Participants were asked to rate how certain factors impact their decisions to remain at the University of Saskatchewan. The result is presented in Table 14.

**Financial compensation.** Participants remain at the University of Saskatchewan partly because of the school's financial compensation. From Table 14, financial compensation received a mean rating of 3.73. Financial compensation received a median rating of 4, with 5 being the most frequent rating.

Table 14

*Participants' Ratings of the Importance of Certain Factors in their Decisions to Remain at the University of Saskatchewan*

	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>Maximum</i>	<i>Minimum</i>
Financial Compensation	3.73	4	5	7	0
Collegial Support	4.19	5	5	7	0
Proximity to family and friends	3.99	5	7	7	0
Tie to the University	2.99	3	0	7	0
Lack of Options Outside the University of Saskatchewan	1.67	1	0	7	0
Opportunities and prospects within the University of Saskatchewan	3.80	4	4	7	0
Reasonable Workload	3.14	3	5	7	0
Other working conditions	3.65	4	5	7	0
Academic freedom at the University of Saskatchewan	4.54	5	6	7	0
University of Saskatchewan culture and values	3.77	4	4	7	0
The reputation and position of University of Saskatchewan	2.77	3	3	6	0
Work environment	4.21	5	5	7	0

*Note:* Factors were rated on a scale that ranges from 0 (not a factor at all) to 7 (extremely important).

**Collegial support.** Participants specified collegial support as one of the reasons for remaining at the University of Saskatchewan. Regarding why they remain at the University of Saskatchewan, one participant noted, "I was able to gain the respect of my peers and they

even encouraged me to move forward with the research I wanted to do.” Collegial support received a mean rating of 4.19; it has a median and mode rating of 5.

***Proximity to personal communities.*** Participants contended they remain at the University of Saskatchewan partly because of the institution’s proximity to personal communities. One participant stated, “Coming to the University of Saskatchewan was a return to home, a place where we chose to live because of family, friends and political climate.” As it can be observed in Table 14, proximity to personal communities received a mean rating of 3.99, with 7 being the most frequent rating. Proximity to personal communities received a median rating of 5.

***Opportunities and prospects within the University of Saskatchewan.*** Participants stated opportunities and prospects within the University of Saskatchewan as factors that influence their decisions to remain at the University of Saskatchewan. For one participant, the opportunities and prospects lie in their (participant’s) ability to positively change the image of the school and their department:

The national profile of University of Saskatchewan is something I want to help increase, and have the opportunity to increase. My point has much to do with vanity, I suppose, but also with a desire to draw attention to a Department that is being renewed in terms of my field. I want and I want my Department to have a higher profile in terms of graduate teaching; I want our reputation to be on par with the Victoria, Alberta, Queen's, and Dalhousie; I want to attract students who might have thought of those places first.

For another participant, the opportunities lie in college renewal. As the participant put it, “Our college is going through an exciting renewal, which made me stay the last time I got another offer.” As it can be observed in Table 14, opportunities and prospects within the University of Saskatchewan received a mean rating of 3.8, with 4 being the most frequent rating. It also received a median rating of 4.



***Other working conditions.*** Participants rated other working conditions as a significant factor in their decisions to remain at the University of Saskatchewan. From Table 14, other working conditions received a mean rating of 3.65. Other working conditions received a median rating of 4, with 5 being the most frequent rating. The role of working conditions in participants' decisions to remain at the University of Saskatchewan was echoed by a participant who stated, "Working conditions at the University of Saskatchewan are very good indeed."

***Academic freedom at the University of Saskatchewan.*** Academic freedom at the University of Saskatchewan is the dominant factor in participants' decisions to remain at the institution. As noted in the narrative of a participant, "The thing I have enjoyed most about the University of Saskatchewan is the degree of academic freedom I have experienced, both with regards to curriculum development and the pursuit of research projects." From Table 14, academic freedom at University of Saskatchewan received a mean rating of 4.54; it received a median rating of 5, with 6 being the most frequent rating.

***University of Saskatchewan culture and values.*** The culture and values of the University of Saskatchewan play a significant role in participants' decisions to remain at the school. One participant stated, "The culture [at the University of Saskatchewan] provided an excellent working environment." Another participant affirmed, "I found a culture which permitted and nurtured creativity and I appreciate academic freedom which is necessary to do good research." University of Saskatchewan's culture and values received a mean rating of 3.77, with 4 being the most frequent and median rating. It received a median rating of 4.

***Work environment.*** Participants emphasized work environment as a factor in their decisions to remain at the University of Saskatchewan. Commenting on their decisions to

remain at the University of Saskatchewan, one participant noted, “I had quick advancement which made it hard to go elsewhere but more importantly I made good friends both in and out of the university with whom doing socially valuable research and community action was enjoyable.” As it can be observed in Table 14, work environment received a mean rating of 4.21. Work environment also received a median and mode of 5.

***Remaining at the University of Saskatchewan: A combination of many factors.*** The data indicated that participants remain at the University of Saskatchewan for many reasons. Participants highlighted faculty support, opportunities within the University of Saskatchewan and the value system upon which the institution was based as reasons for remaining at the university. The following is the story of a participant concerning why they remain at the University of Saskatchewan.

Because University of Saskatchewan is a small university, I believe I will have the opportunity to do things that might be passed over me in a larger institution. I have worked in smaller places before and I know this to be the case. I am interested in having broad experiences, so I see that I have a chance at that at University of Saskatchewan. The workload is unreasonable, and part of it is because it's a very small university that is trying to compete with the big ones. I think the value system upon which this institution was historically based suits my thinking, but this is unfortunately changing. It is trying to be a research intensive institution, which I support, but it does not provide the necessary support or infrastructure to make that happen. You are simply expected to work harder and harder. This creates the feeling that the institution really doesn't care about you or your health or well being. The University of Saskatchewan doesn't have a great reputation. In fact, I think it has a poor reputation among some institutions. So it certainly isn't a place to come if you want prestige. I've never been concerned with that. In fact, I don't mind working for the underdog because I think that there are ways to make a place great, and I'm interested in contributing that way. The people are friendly in Saskatoon, so that is a bonus. I don't hate coming to work because the people are mean or aloof, so I think it has that going for it. I'm loyal to a place when I work there, so I will do everything I can to make it a good place, and I will stay as long as I feel supported. But I am not from here, and I have no attachment to University of Saskatchewan, so if it doesn't appreciate me, I would go.

Another participant stated they remain at the University of Saskatchewan because of the good treatment and cooperation received from other members of the university:

Late in my career, I have managed to shape my own work environment and to form my own research group. Although I have been highly critical of the culture at the University of Saskatchewan and of other professors' behaviors' and tactics, this does not extend to administration. For the entire 26 years that I have been here I have been treated very well by the human resources, facility management, financial services and research staff. I mention them all specifically because over the years I have had many occasions to either ask them for assistance or they have asked me for assistance and I have had cooperative dealings on every occasion, and there have been many with all of them, both as an individual faculty member, as principal investigator in my laboratory facility and as a department head. I know other academics on campus have complained, but as a former Department Head I know many of them have not been forthright with their expense claims, and I have been. Many of my colleagues also whine too much about their pay and working conditions. I sometime whined about teaching undergraduates, but in general a professor's job is well paid and offers a lot of freedom and flexibility.

***How can Canadian universities attract young and talented individuals into Academe?***

Participants provided suggestions on how Canadian universities can attract young and talented individuals into academe. The researcher asked participants to rate the importance of certain factors in attracting young individuals into academe. The result is presented in Table 15.

Table 15

***Participants' Ratings of the Importance of Certain Factors in Attracting Young and Talented Individuals into Academe***

	<i>Mean</i>	<i>Median</i>	<i>Mode</i>	<i>Maximum</i>	<i>Minimum</i>
Financial Compensation	5.33	6	7	7	0
Creating awareness about the professoriate	4.55	5	5	7	0
Mentoring Graduate students into academe	5.81	6	7	7	3

*Note:* Factors were rated on a scale that ranges from 0 (not a factor at all) to 7 (extremely important).

***Financial compensation.*** Though financial consideration was not a significant factor in participants' decisions to pursue an academic career, they (participants) rated financial compensation as an important factor in attracting young individuals into academe. As it can be observed in Table 15, financial compensation received a mean rating of 5.33. Financial compensation received a median rating of 6, with 7 being the most frequent rating. Participants conveyed that financial compensation in academe needs to compete with industry.

***Creating awareness about the professoriate.*** Participants suggested creating awareness about the professoriate as a way to attract young individuals into academe. One participant wrote, "The academic world is a confusing one and there are many students who have all sorts of stereotypes over what an academic job is." These students, according to the participant, need to be enlightened about the professoriate. Another participant suggested that "Young people, while in high school, need to envision themselves in academe." Creating awareness about the professoriate received a mean rating 4.55 with a median and mode rating of 5. Creating awareness about the professoriate has a median of 5.

***Mentoring graduate students into academe.*** Participants rated mentorship as the dominant factor in attracting young and talented individuals into academe. One participant contended, "Faculty members can do a great deal by mentoring their graduate students into the academic culture so that when the time comes to apply for positions, students understand something of the expectations." Expressing how mentorship influenced their decision to pursue an academic career, another participant wrote, "I had outstanding mentorship as a Ph.D. student. I had excellent preparation for this job. I think this really supported my entry into the professoriate. I wasn't clueless about much. I knew what to expect." From Table 15,

mentorship received a mean rating of 5.81. Mentorship has a median rating of 6, with 7 being the most frequent rating.

***How can Canadian universities retain young and talented individuals in Academe?***

Participants provided suggestions on how Canadian universities can retain young and talented individuals in academe. One participant suggested the need to create a positive atmosphere. This is the suggestion of the participant:

To be competitive, a university needs to offer fair compensation and a supportive research atmosphere. Above all, it needs to offer its faculty members respect, treating them as intelligent colleagues with whom decisions can be made rather than about whom decisions must be made. A positive working environment is the most important attraction, I believe.

Another participant wrote:

Provide them with opportunities to collaborate in scholarly activities so that they are not faced with setting up a whole new program right away, as well as developing a reputation that will get them funding. Continued mentorship, if that is what the individual wants is also helpful. In my first few years here our teaching workloads took up most of my time during the regular terms so the only time I had available (I also wanted a balanced family life) for paying attention to research and written scholarly work was in the spring. Now we teach year round and I find that if the university can be flexible in designing individual workloads to suit individual working styles that helps each person be more successful - increased job satisfaction and perhaps increased commitment to stay. The work life environment and worklife-homelife-balance must also be taken into consideration particularly with the upcoming generations.

Participants stressed that universities need to value and celebrate their talents. These are the suggestions of a participant:

Value them, and not just financially. I left an institution not because the salary would be less but because that institution did not indicate to me that they knew who I was and what I did. Nor did they offer set-up funds for me as a researcher: there was no indication that any kind of support for my work was necessary on their part. In contrast, at the University of Saskatchewan, I was told why I was wanted in the Department and what vision the University had for my College, my Department, and my field of specialization. That kind of organization, and that kind of regard for where the individual fits into the organization, speaks volumes about the value they placed on my role here.

Participants suggested that universities create positive work environment to retain young individuals in academe. Continued mentorship and creating opportunity for scholarly collaboration were put forth by participants as ways of retaining young individuals in academe.

### **Summary**

Most of the participants described being a faculty member as both rewarding and challenging. Participants indicated that their decisions to pursue an academic career were influenced by factors that include personal values, personal communities, socialization, intellectual challenge, passion for scholarship and role models. Intellectual challenge was the dominant factor in participants' decision to pursue an academic career, followed by passion for scholarship. The vast majority of participants pointed out that graduate school played an important role in their decisions to pursue an academic career.

Participants indicated that their decisions to remain in academe were influenced by factors that include academic lifestyle, autonomy associated with the profession, job satisfaction, collegial support, financial compensation and job security. Passion for scholarship was the dominant factor in the participants' decisions to remain in academe. Lack of opportunities outside academe was the least factor.

Suggestions were offered on how Canadian universities can attract and retain young and talented individuals in academe. Participants suggested both financial and non-financial support in attracting and retaining young individuals in academe. Participants rated mentorship as the leading factor in retaining young individuals in academe. All the factors put forth (Financial Compensation, Creating awareness about the professoriate and

Mentoring Graduate students into academe) were rated by participants as important factors in retaining young individuals in academe.

## **CHAPTER FIVE**

### **SUMMARY AND FINDINGS**

I began this study with a personal narrative. In conducting this research, I have come to an understanding of why faculty become and remained as academics. In this chapter, I present the findings of the study. Also in the chapter, I review the problem, the research questions, methodology, and the purpose of conducting this study. I reconsider my position as a researcher within the context of this study. This chapter concludes with a presentation of the summary of findings.

#### **Choice of Study Topic**

To this study, I brought myself. By myself, I mean the totality of my history, culture, values and race. It was my reflection, from the past, with the thought of the future that prompted my interest in this study. The personality of the researcher, no doubt, influences what they wish to study. Citing Scheurich, Mehra (2002) wrote:

One's historical position, one's class (which may or may not include changes over the course of a lifetime), one's race, one's gender, one's religion, and so on - all of these interact and influence, limit and constrain production of knowledge. In other words, who I am determines, to a large extent, what I want to study. (p. 17)

I am the researcher that I am because I have experienced life in a certain manner. What an individual believes about research cannot be separated from who they are (Harding, 1987).

#### **The Problem Revisited**

Baby boomers are anticipating retirement, and other individuals will be required to fill their positions. The mass retirement of baby boomers will affect every walk of life including the professoriate. With the projected mass hiring, some Canadian university administrators are worried the best and brightest faculty members will be drawn to top universities in the United States and the private sector (AUCC, 2000, p. 7). Studies show that



academic positions are not as attractive to Ph.D. students as other careers (H. D. Harrison & Hargrove, 2006). If academic careers continue to be less attractive to Ph.D. students, attracting young individuals will be a challenge for Canadian universities. Leggett, the former Vice Chancellor of Queens University remarked, “It is becoming increasingly difficult to attract the top candidate on our shortlist. There is a big difference between getting the very best candidate and getting a candidate” (as cited in Lewington, 1999, p. A57). With the battle for talent in the knowledge economy, Canadian universities face the challenge of competing with the public and private sectors that attract these young individuals into their organizations.

### **Review of the Purpose**

The purpose of this research was to study the factors influencing the decisions of Canadian faculty to choose and remain in academe. Using the Brunswik’s (1943) lens model and Weidman et al. (2001) socialization model, I examined how personal, social and environmental factors impact faculty career decisions. Participants rated the importance of certain personal, social and environmental factors in their decisions to choose and remain in academe. This study also investigated ways in which Canadian universities can attract and retain young individuals in academe.

### **The Research Questions**

The research question guiding this study was “What are the factors influencing the decisions of Canadian faculty members to choose and remain in academe? The following questions provided direction for this inquiry.

- To what extent do personal values (academic lifestyle, passion for scholarship etc.) and demographic classifications affect the decisions of faculty to choose and remain in academe?
- To what extent do personal communities (family, friends, relatives and employers) affect the decisions of faculty to choose and remain in the professoriate?
- To what extent do institutional culture (academic programs, peer climate, etc) and socialization process (interaction, integration, and learning) at the university affect the decisions of faculty to choose and remain in academe?
- To what extent do financial compensation, job satisfaction and/or job opportunities outside the academe affect the decisions of faculty to choose and remain in academe?
- What other factors affect the decisions of faculty to choose and remain in academe?
- What can Canadian universities do to attract and retain young and talented individuals in academe?

### **The Research Design Revisited**

This research was a case study of faculty at the University of Saskatchewan, Saskatoon. Stake (2000) contended that case studies are designed to bring out the details from the viewpoint of participants. Case study is an “in-depth study of instances of phenomenon in its natural context and from the perspective of the participants involved in the phenomenon” (M. D. Gall, J. P. Gall & Borg, 2003, p. 436). Through the viewpoints of faculty participants at the University of Saskatchewan, this study aimed at understanding why Canadian faculty become and remained as academics.

This research is based on a participatory worldview. The participatory worldview of the study was the belief of a “subjective-objective ontology; an extended epistemology of

experiential, presentational, propositional and practical ways of knowing; a methodology based on co-operative relations ... ; as well as an axiology which affirms the value of practical knowing in the service of human flourishing” (Heron & Reason, 1997, p. 274). This study involved 92 faculty members who responded to the survey. A mixed research design was employed to examine the factors influencing the decisions of faculty to choose and remain in academe.

The study incorporated both the quantitative and qualitative data gathered through a survey instrument designed by the researcher. The quantitative data were analysed in aggregated form using descriptive statistics. The qualitative data were analysed in a close verbatim account of the participants to give voice to participants’ stories. In analysing the data, particularly the qualitative data, the researcher attempted to give voice to the participants, without letting his voice dominate that of the participants.

### **Findings**

This study aimed at understanding the factors influencing the decisions of faculty to choose and remained as academics. In achieving this aim, the researcher posed structured and open-ended questions. The structured questions asked participants to rate how certain factors influence their decisions to choose and remain in academe. Participants were asked to choose from eight degree of stances (0-7). Open-ended questions were asked to get personal narratives of faculty on the factors that influence their decisions to choose and remain in academe. While each participant’s narrative was unique, common themes across narratives were identified. The findings of this study are discussed under two categories: (a) findings relating to the research questions and (b) other findings.

### ***Findings Relating to Research Questions***

At the beginning of this study, some research questions were stated. Participants were asked to rank certain factors in *order* of their importance to their decisions to choose and remain in academe. Participants rated factors on a scale that ranges from 0 (not a factor at all) to 7 (extremely important). In analysing participants' responses to the research questions, the researcher considered the nature of the data. In providing answers to the research questions, participants were asked to express the relative magnitudes of certain factors in their decisions to choose and remain in academe. Since an ordinal scale was used to rank the factors, the researcher adopted an ordinal measure. The most appropriate descriptive measurement for ordinal data is the median (Keller, 2005). The researcher therefore, used the median as a parameter for determining the extent in which those factors influence participants' decisions to become and remain as academics.

The data shows that all the factors put forth by the researcher influence participants' decisions to choose and remain in academe. However, some factors are more influential than others. In determining the extent in which these factors impact participants decisions to choose and remain in academe, factors whose median are 5.5 and above were considered as having overwhelming influence in participants' decisions to choose and remain in academe. Those with median of 3.5, but less than 5.5 have strong influence. Factors whose median are greater than 1.5, but less than 3.5 have minor influence. Factors with median of 1.5 and below have minimal influence.

***To what extent do personal values (academic lifestyle, intellectual challenge, passion for scholarship etc.) and demographic classifications affect the decisions of faculty to choose and remain in academe?***

While personal values have an overwhelming influence in participants' decisions to choose and remain in academe, demographic factors played a minor role. An individual's personal value determines the individual's highest priorities and what is worthwhile for the individual. Participants indicated teaching and learning as their highest personal ideals. One participant stated, "I was attracted [into the professoriate] by the idea of teaching others." Another participant noted, "Scholarship and intellectual pursuit are among my highest personal ideals."

Personal value received a mean rating of 5.75 from participants (see Table 12). Personal value has a median rating of 6, with 7 being the most frequent rating. Peoples' personal values are implicitly related to their career choices. This relation explains why participants rated intellectual challenge as an important factor in their decisions to pursue an academic career. Intellectual challenge received the highest mean and median rating of 6.22 and 6 respectively. Passion for scholarship and academic lifestyle also received a median rating of 6 and 5 respectively (see Table 12). Demographic factor received a mean rating of 1.63. Demographic factor has a median rating of 1, with 0 being the most frequent rating (see Table 12).

The data shows that both personal values and demographic factors play a role in participants' decisions to choose and remain as academics. Personal values played a overwhelming role in participants' decisions to pursue an academic career. On the other hand, demographic factor played a minor role in participants' decisions to choose and remain in academe.

***To what extent do personal communities (family, friends, relatives and employers) affect the decisions of faculty to choose and remain in the professoriate?***

Participants noted personal communities such as friends, spouses and family members as strong factors in their decisions to choose and remain in academe. As one participant put it, “I knew several faculty members well, including my spouse, who was very encouraging [that I take an academic position].” Personal communities played a strong role in participants’ decisions to choose and remain in academe. Personal communities received a median rating of 4 (see Table 12). It has a mean rating of 3.76, with 5 being the mode.

***To what extent do institutional culture (academic programs, peer climate, etc) and socialization process (interaction, integration, and learning) at the university affect the decisions of faculty to choose and remain in academe?***

Institutional culture played a strong role in participants’ decisions to pursue an academic career. Participants conveyed that graduate school experience impacted their decisions in taking academic positions. Participants also noted collegial support as crucial to their decisions to remain as academics. When asked to rate the importance of certain factors in their decisions to pursue an academic career, institutional culture received a mean rating of 3.96. Institutional factor has a median rating of 4.5 and a mode of 5 (see Table 12). When asked to rate the importance of factors in their decisions to remain as academics, collegial support received a median of 4 (see Table 13).

The socialization of faculty participants played a strong role in their decisions to become faculty members. Participants conveyed they were exposed to the professorial work at graduate school, and that graduate school experience afforded them the opportunity of interacting more with faculty members. Participants also pointed out that involvement with teaching and research at graduate school influenced their decisions to take academic positions. When asked to rate the importance of certain factors in their decisions to pursue an

academic career, socialization received a median rating of 5 (see Table 12). Institutional culture played a strong influence in participants' decisions to choose and remain in academe.

***To what extent do financial compensation, job satisfaction and/or job opportunities outside academe affect the decisions of faculty to choose and remain in academe?***

Financial compensation played a minor role in participants' decisions to pursue an academic career, but plays a strong role in their decisions to remain in academe. When asked to rate the importance of certain factors in their decisions to pursue an academic career, financial compensation received a median rating of 3 (see Table 12). On the other hand, when participants were asked to rate the importance of certain factors in their decisions to remain as academics; financial compensation received a mean rating of 4 (see Table 13).

Job satisfaction plays a major role in participants' decisions to remain as academics (see Table 13). When asked to rate the importance of certain factors in their decisions to remain as academics, job satisfaction received a median rating of 5. Job opportunities outside academe plays a minimal role in participants' decisions to choose and remain in academe (see Tables 12 and 13). When asked to rate the importance of certain factors in their decisions to pursue an academic career, lack of job opportunities outside academe received a median rating of 0 (see Table 12). When participants were asked to rate the importance of certain factors in their decisions to remain in academe, lack of job opportunities outside academe received a median rating of 1 (see Table 13).

***What can Canadian universities do to attract and retain young and talented individuals in academe?***

To attract young individuals into academe, participants suggested good wages, mentoring and creating awareness about the professoriate. Stressing the importance of good wages in attracting young individuals, one participant noted, "Many professions offer

lucrative financial compensation packages; the university needs to have similar packages if they wish to attract and retain academics.” When asked to rate the importance of certain factors in attracting young individuals into academe, financial compensation received a median rating of 6, creating awareness about the professoriate received a median rating of 5, while mentoring graduate students into academe received median rating of 6 (see Table 15).

To retain young individuals in academe, participants suggested mentoring, good support system and positive work environment. As a participant suggested, “Raise their pay - but also recognize them as scholars in their own rights - motivate them - let them use - their talent and youth.” Participants suggested that universities meet the needs of young individuals as people and as academics. In other words, there should be a balance between academic work and life.

### *Other Findings*

In addition to findings relating to the research questions, other findings emanated from the stories of participants. There were six findings of this study that have implications for higher education. The following findings emanated from the data gathered from participants.

1. Half of the participants left their previous occupations to become faculty members.
2. Graduate school experience impacted participants’ decisions to pursue an academic career.
3. Participants are attracted into academe for various reasons. The decisions of participants to pursue an academic career are both intrinsic and extrinsic, but largely intrinsic.



4. Participants remained in academe for a variety of reasons. Passion for scholarship, autonomy associated with the profession, academic lifestyle, job satisfaction and collegial support are important in participants' decisions to remain as academics.
5. Mentoring, financial compensation and awareness creation about the professoriate are important in attracting young individuals into the professoriate.
6. Positive work environment and mentorship are important in retaining young individuals in academe.

***Finding # 1: Half of the participants left their previous occupations to become Faculty.***

Finding #1 shows that half of faculty participants left previous occupations to take academic positions. A total of 46 (50%) faculty members reported they were in different occupations before becoming faculty. Prior to taking an academic position, one participant stated, "I worked as an audit manager for a public accounting firm." Another participant noted, "I worked as a fisheries research scientist with Fisheries and Oceans Canada. I also worked briefly for Environment Canada as a research technician monitoring the impacts of acid rain on soils in northern Ontario."

***Discussion of Finding # 1***

Participants who left previous jobs stated they left because the jobs were not satisfying and/or intellectually challenging. One participant stated, "I was suffering from ennui in my previous job. I didn't feel surrounded by deep thinkers." Another participant conveyed they left a previous occupation for an academic career because of personal interest in learning and research. This finding supports Nagle et al. (2004) that people pursue an academic career because it is intellectually appealing. Participants conveyed they left

previous occupations for academe because they believed academe would offer intellectual challenges that were lacking in their previous occupations.

The finding shows that participants' motivation for leaving previous occupations for academe lie in the core values of the academic work. Participants who left previous jobs for academe noted loss of satisfaction in previous job; lack of intellectual challenge; sense of incompleteness; desire to learn and help others learn; desire for intellectual growth; freedom and flexibility. Participants stated opportunities to teach, to do research and to contribute to their disciplines as motivations towards an academic career. This assertion supports Axtell (1998) that people come into academe because of affection for teaching and research. Majority of the participants stated they came into academe for non-financial reasons.

Participants were enthusiastic and idealistic about the professorial work. The enthusiasm and idealism of participants were evident in their reasons for pursuing an academic career. Regarding why they took academic positions, one participant stated, "I loved teaching, and I loved my discipline." Another participant conveyed, "I had ideas I wanted to investigate and develop and I wanted to share these with interested others who I could also learn from in the process; love of knowledge." These observations are consistent with Anderson and Swazey (1998) that the desire for knowledge and to do research is the primary motivator for pursuing an academic career.

Finding # 1 showed that half of the participants were in a different profession before becoming faculty. Finding # 1 also showed that participants were attracted into academe for reasons relating to the core values of the professorial work (teaching, research and community service). This finding supports other studies (Anderson & Swazey, 1998 and Nagle et al., 2004) that people come into academe for reasons that are not financial in nature.

The finding supports Adams (1998) that faculty are attracted into academe because of the core tasks of teaching and research, and the recognition given to the tasks.

***Finding # 2: Graduate school experience impacted the decisions of participants to pursue an Academic Career.***

Finding # 2 showed that graduate school played a role in participants' decisions to pursue an academic career. At one point in the survey, participants were asked to comment on whether they plan to pursue an academic career before entering graduate school.

Participants were also asked to state the role graduate school played in their decisions to pursue an academic career (see section 2f of Appendix E). The data showed three groups of participants on this question: (a) those who planned to pursue an academic career prior to entering graduate school; (b) those inclined towards an academic career before entering graduate school; and (c) those that had no intention of pursuing an academic career prior to graduate school.

***Discussion of Finding # 2***

This study indicated that graduate school played a role in participants' decisions to pursue an academic career. About 39% of participants indicated they had no intention of pursuing an academic career prior to entering graduate school. 31% had the intention, while the remaining 30% stated they were inclined towards academe. For the participants who did not plan to pursue an academic career prior to entering graduate school, graduate school was a key factor. One participant who did not plan to pursue an academic career prior to graduate school stated:

I thought my master's degree would lead me straight into industry. I had no idea what graduate school would be like until I got there. I was completely naive and knew nothing of academic research. However, my training in my graduate program was excellent and exposed me to what academic life was like.

Participants who had no intention of pursuing an academic career prior to graduate school conveyed they had the opportunity to be involved in teaching and research while in graduate school. One participant noted, “Without graduate school, I would not have even conceived to be a faculty member.” This assertion matched Koblinsky, Kuvalanka and McClintoc-Comeaux (2006) that students learned “about academic values, attitudes, knowledge, skills and expectations” at graduate school (p. 31). Participants stated they were mentored by professors who stimulated their interest in scholarly work. As stated by a participant, “In graduate school, I learned what my options were in terms of continuing, so I embarked on the Ph.D. and then found that teaching at the university level suited me well.”

For participants who did not plan to pursue an academic career but were inclined towards academe prior to graduate school, graduate school helped solidify their choices. Commenting on the role of graduate school, one participant wrote, “I was inclined toward an academic career before entering graduate school. My experiences in graduate school allowed me to learn more about academia, and confirmed that it was a profession that would be rewarding for me.” The role of graduate school was echoed by another participant who stated, “Graduate school played an extremely key and important role in solidifying my desire to be a professor. I did have this as a possible career goal.”

For the third group of participants who intended to pursue an academic career prior to graduate school, graduate school helped reinforce their choices. As one participant put it, “I had the urge to pursue a faculty career during my undergraduate years, and recognized that graduate training was a necessity. My graduate experience only reinforced my desire to be a faculty member.” This group of participants stated that graduate school awakened their interest in learning, and “fostered the notion of academia as a viable career choice.” Finding

# 2 is consistent with Austin (2002) that an important role of graduate education is to socialize students for academic careers.

***Finding # 3: Participants are attracted into academe for many reasons. The decisions of participants to pursue an academic career are both intrinsic and extrinsic, but largely intrinsic.***

Participants are attracted into academe for various reasons. The decisions of participants to pursue an academic career are both intrinsic and extrinsic, but largely intrinsic in nature (see Table 2). From Table 12, personal values, academic lifestyle, passion for scholarship and intellectual challenge were rated high by participants as factors that influenced their decisions to pursue an academic career. Personal values are qualities that people consider worthwhile as components of a valued way of life. Participants conveyed that their decisions to pursue an academic career were influenced by personal values.

### ***Discussion of Finding # 3***

An important finding of this study is that participants are attracted into academe for many reasons. Participants' decisions to pursue an academic career were largely influenced by factors that are intrinsic in nature. Participants indicated that factors such as personal value, intellectual challenge and passion for scholarship largely influenced their decisions to pursue an academic career. The significance of intrinsic factors in participants' decisions to pursue an academic career was evident in their narratives. One participant stated, "Scholarship and intellectual pursuit are among my highest personal ideals." Another participant wrote, "A life of the mind aimed at knowledge, truth, and the sharing of knowledge is the central passion of my life." Participants indicated that their decisions to pursue an academic career were largely influenced by their personal values and ideals.

This finding is consistent with Lindholm (2004) that faculty are attracted into academe for interrelated reasons that include personal need for autonomy and independence, and passion for scholarship. Intellectual challenge and passion for scholarship were rated by participants as significant factors in their decisions to pursue an academic career (see Table 12). One participant noted, “The enjoyment and challenge of dealing with knowledge accumulation and transmission was uppermost in my decision to pursue an academic career.” Another participant highlighted how passion for scholarship influenced their decision to pursue an academic career. As stated by the participant, “I constantly need to know how things work. This has been the number one thing that pushed me into graduate school and becoming a faculty member. The freedom to study what was of interest to me is worth more than the top paying jobs of industry.” This finding matched Rice, Sorcinelli, and Austin (2000) that motivations for pursuing academic careers are largely intrinsic.

Finding #3 is consistent with Axtell (1998) that the pleasure of knowledge and doing research is the *one magnet* that draws an individual into academe. Axtell referred to scholars as bibliolaters. He defined a bibliolater as someone who has extravagant devotion to books. According to Axtell, scholars are attracted to the academic life for many reasons, “but the one magnet that draws them [scholars] all is books.” Axtell stressed further, “If they did not love to read, own, fondle, and, yes, show off books, they probably would not have chosen a career in academe” (p. 101). He quickly added that “a love of books per se might send a person into bookselling or librarianship, but a love of reading them, teaching them, and doing research in them is what makes a scholar” (p. 101). Axtell concluded that it was books that drew him to the professorial life.

Finding #3 also resonates with Baldwin and Chronister (2000). Baldwin and Chronister found that non-tenured track faculty aspired to full-time faculty positions in spite of less-than-happy experiences in non-tenure-track positions. When an individual is devoted to books (reading, teaching and research), the individual's devotion (to books) provides an inspired reason for becoming and remaining as an academic. As Axtell (1998) remarked, "In thirty years of professing at four different colleges and universities, I have never regretted that decision, even when I had cause" (p. IX). In spite of the frustrations expressed about the professorial work, participants noted the work is both satisfying and rewarding.

Finding # 3 indicated that participants are attracted into academe for reasons that are largely intrinsic. This finding is supported by Axtell (1998) that motivations for pursuing an academic career are largely intrinsic.

***Finding # 4: Participants remain in academe for a variety of interrelated reasons. Passion for scholarship, autonomy associated with the profession, academic lifestyle, job satisfaction and collegial support are significant in the decisions of participants to remain as academics.***

Participants remain in academe for various reasons. Passion for scholarship, autonomy associated with the profession, academic lifestyle, job satisfaction and collegial support are significant in participants' decisions to remain as academics. When asked to rate how certain factors influenced their decisions to remain as academics, the above named factors received a mean and median rating of 3.5 and above. Participants' narratives also indicated that these factors are significant in their decisions to remain in academe.

#### ***Discussion of Finding # 4***

There are many studies (Barnes et al. 1998; Johnsrud & Rosser, 2002) aimed at understanding why faculty leave academe. Few studies exist on why faculty remain in academe. Existing studies on faculty intention to leave have attempted to understand what is

important to faculty to explain their decisions to leave academe (Johnsrud & Rosser). Many of these studies focused on job satisfaction. Hertzberg et al. (1959) for instance, argued there are two groups of factor which determine job satisfaction and job dissatisfaction. In his two-factor theory, Hertzberg (1966) stated that only job content-related aspects (work, responsibility and achievement) lead to satisfaction. Job context-relations factors such as pay, security and working conditions according to Hertzberg, lead to job dissatisfaction.

House and Widgor (1967) stated that reviews of Hertzberg related literatures casted doubts about the validity of the two-factor theory. Quarstein, McAfee and Glassman (1992) argued that job satisfaction is a function of situational occurrences and situational characteristics, and that any given factor, be it pay or achievement can result in either job satisfaction or job dissatisfaction. The situational occurrences theory of job satisfaction suggested that job satisfaction could be predicted from a combination of situational occurrences (such as coffee breaks, insufficient towels in restroom, etc) and situational characteristics (such as pay and working conditions) than by either situation alone (Oshagbemi, 1997).

Participants remain in academe for a variety of interrelated reasons that include autonomy, flexible work schedule and passion for learning. One participant stated, “I am committed to my students and their love of learning. It is actually amazing to watch their evolution especially for those who go on in their own independent research careers.” Another participant wrote, “I derive a great deal of personal satisfaction from my role as a teacher and research supervisor.”

Academic lifestyle and collegial support also influence participants’ decisions to remain in academe. This is the reason given by a participant on why they remain an academic



“I really enjoy the opportunities for learning, the collegial interactions, the students and the flexibility in my work and in my professional practice. It is all very fulfilling.” Participants relayed that academic lifestyle and collegial support are important in their decisions to remain as academics. One participant noted the pleasure derived from the profession [academe] as the reason for remaining as an academic. “I enjoy academia because the job hours are flexible; you have the opportunity to network with other academics, students and community members.” Another participant stated they remain in academe “because it [academe] offered a vehicle for the kind of life I wanted to live.” The significance of interrelated factors in the decisions of participants to remain in academe was noted in the response of a participant. When asked why they remain as academics, the participant wrote, “There is a degree of freedom that allows for the pursuit of interesting ideas, situations and experiences. I like to learn. I like to interact with interesting and intelligent people who have some passion about life and learning. The pay is moderately acceptable.”

Finding # 4 show that people remain in academe for a variety of interrelated reasons. Some of these reasons (for remaining in academe) overlap with why participants became faculty members. Job satisfaction, passion for scholarship, academic lifestyle and collegial support were noted by participants as reasons for remaining in academe.

***Finding # 5: Mentorship, financial compensation and creating awareness about the professoriate are important in attracting young and talented individuals into Canadian Universities.***

Mentorship, financial compensation and creating awareness about the professoriate are important in attracting young individuals into Canadian Universities. When asked to rate the importance of certain factors in attracting young and talented individuals into academe, mentorship received the highest mean rating of 5.81; financial compensation received a

mean rating of 5.33, while creating awareness about the professoriate received a mean rating of 4.55. Factors were rated on a scale that ranges from 0 (not a factor at all) to 7 (extremely important).

### ***Discussion of Finding # 5***

Participants conveyed that mentorship, better financial compensation and creating awareness about the professoriate are useful ways of attracting young and talented individuals into academe. “I think mentorship is one way to encourage individuals to go into academics ... it worked for me” as one participant put it. The significance of mentorship in the preparation of the future generation of scholars was echoed in the narrative of one participant who stated, “If I could have changed one thing about my postgraduate experience, it would be to have received more mentorship.” Another participant suggested that “we [universities] should be more aggressive in mentoring, encouraging/rewarding risk taking and supporting non-traditional career paths and academic styles.” Participants suggested that universities “encourage the bright ones, the ones with a passion for a subject” through part-time jobs with faculty to see if they (the students) like the atmosphere.

Participants stated that “professoriate is a way of life and not a means of living,” and that “people who set financial compensation as their major goal in life should be discouraged from joining academe.” Nevertheless, there is a consensus among participants that better financial compensation is important in attracting young and talented individuals into academe. As one participant put it, “Many professions offer lucrative financial compensation packages; the university needs to have similar packages if they wish to retain and attract academics.” Participants contended that universities need to offer fair compensation to attract young individuals into academe.

Creating awareness about the professoriate also received a high rating among participants as an important factor in attracting young individuals into academe. Participants stated that attracting young individuals into academe should begin at an early stage. This is the suggestion of a participant:

Attract the best secondary school students into University programs, with the guidance and information to pursue graduate study. Provide more scholarships for advanced study. Allow early University course credits. Arrange summer employment with faculty in their talent/interest area. Establish faculty mentorship programs with secondary school students.

Participants suggested there is a need for universities to create positive awareness about the professoriate. One participant emphasized the need to “promote education [professoriate] as a positive career choice, not simply as an alternate to some of the highly paying professional fields.” In an effort to attract young individuals into academe, another participant wrote, “Show them a good image of academe while they are graduate students. Have faculty give positive messages about becoming faculty.” Participants posited that many graduate students do not have a clear and positive view of what the academic life entails.

***Finding # 6: Positive work environment and mentoring are important in retaining young individuals in academe.***

Positive work environment and mentoring are important in retaining young individuals in academe. Once attracted into academe, participants suggested that universities create positive work environment and good mentorship programs for novice scholars.

***Discussion of Finding # 6***

The work environment is crucial to determining whether an individual stays in an occupation. Participants suggested that universities create positive work environments in order to retain young scholars. While there is a consensus among participants on the importance of a positive work environment, participants’ definition of positive work

environment differs from one individual to another. For some participants, positive work environment means *reducing bureaucracy*. For some participants, it means providing young scholars with the tools necessary to do their jobs, while for others, it means celebrating the achievements of young scholars. Participants also described a positive work environment in terms of freedom to pursue one's interests and/or opportunity for collaboration. Regardless of how an individual defines a positive work environment, participants noted positive work environment as important factor in retaining young individuals in academe.

Participants considered mentorship as an important factor in attracting and retaining young individuals in academe. When asked to state what Canadian universities can do to attract young and talented individuals in academe, one participant wrote, "Once again, my response would be mentorship." This finding corroborates the conclusion of McMillin (2004) that "new faculty often have a great need for good mentoring" (p. 45). Participants also noted the importance of educating young individuals on what academe entails.

Emphasizing the importance of educating new and aspiring scholars through mentorship, one participant wrote, "I think the more information an individual has about the drawbacks and rewards of this very demanding system is crucial." The participant argued, "If you have new faculty who don't understand the demands of the job and the job search, they might be less willing to stick it out." Another participant suggested that universities have "a greater recruitment, preparations and development budget to which to apply to a 10 year integrated plan for faculty replacement." Participants noted positive work environment and mentorship as important factors in retaining young individuals in academe.

### **Summary of Findings**

The study found that personal values, socialization, and institutional culture played important roles in participants' decisions to pursue an academic career. The findings revealed that personal communities impact participants' decisions to choose and remain in academe. This study found that financial compensation, lack of opportunities outside academe and demographic factor are insignificant in participants' decisions to pursue an academic career. By insignificant, I mean the factors, based on the aggregated data, were of little importance in participants decisions compared to other factors. While financial consideration was unimportant in participants' decisions to become faculty, participants suggested that financial compensation is significant or important in their decisions to remain as academics. Faculty participants suggested better financial compensation to attract young individuals into academe. This study found that creating awareness about the professoriate is a good way of attracting young individuals into academe. The study also found that mentoring, collegial support, and positive work environments are crucial to retaining young individuals in academe.

The findings of this study indicated that half of faculty participants left previous occupations to become faculty. These participants left previous occupations for reasons that are not financial in nature. Some participants even took pay cut to come into academe. The study found that the motivations for pursuing an academic career are largely intrinsic. The primary motivator for pursuing an academic career is books – a love of reading, teaching and doing research (Axtell, 1998). A major finding of this study is that graduate school experience significantly impacts participants' decisions to pursue an academic career. This

study found that mentoring is important in attracting and retaining young individuals in academe.

## **CHAPTER SIX**

### **IMPLICATIONS AND CONCLUSION**

This study examined the factors influencing the decisions of faculty to choose and remain in academe. The study also investigated how Canadian universities can attract and retain young individuals in academe (from the viewpoint of faculty members at the University of Saskatchewan). This research is a case study of faculty members at the University of Saskatchewan. In this chapter, I present the implications of the study for theory, practice and further investigation. The chapter concludes with a closing commentary.

#### **Implications for Theory**

The implications for this study for theory arise from the ways the study is consistent and add to the existing theory regarding the professoriate and the motivations for pursuing an academic career. This study found that an individual's decision to become a faculty member is not exclusively influenced by personal or environmental factors, but by interrelated factors that are personal, social, and environmental. An implication of the study is that a more interactive and holistic (Skrbina, 2001) approach to understanding career decisions is necessary in academe. Such an interactive and holistic approach will provide a basis for understanding why people become and remained as academics.

#### ***Motivations for Pursuing an Academic Career***

People pursue an academic career for various reasons. An individual's decision to become and remain as academic is influenced by personal, social and environmental factors. The findings corroborate Lindholm (2004) that becoming a faculty member is a "juxtaposition of personal proclivities, life circumstances and educational experiences" (p. 630). Participants in this study confirmed Rice, Sorcinelli, and Austin (2000) that

motivations for pursuing an academic career are largely intrinsic. The data gathered from participants showed that motivations for pursuing an academic career are both intrinsic and extrinsic, but largely intrinsic. The study is consistent with Anderson and Swazey (1998) that the desire for knowledge, and to do research are primary driving forces for pursuing an academic career. The findings are also consistent with Axtell (1998) that what attracts people into academe is books – “a love of reading them, teaching them, and doing research in them” (p. 101). Participants noted passion for scholarship, autonomy associated with the profession, and academic lifestyles as significant factors in their decisions to choose and remain as academics.

The findings of this study concerning the reason for pursuing an academic career point to one important fact. Academics are devoted to reading, sharing what has been read and conducting research on what has been read. While participants suggested good pay as a way to attract young individuals into academe, none of the participants came into academe for financial reasons. There is a consensus among participants that the love of one's discipline and the love of sharing with others is a pre-requisite for becoming an academic.

### ***Role of Graduate Schools***

The finding of this study on graduate school is consistent with Austin (2002) that graduate school socializes students into academe. Austin argued that an individual's understanding of academic career begins with graduate school experience or even earlier, and not with the first faculty position. This study also supported Stark et al. (2004) that students' experiences in a graduate program impacts their decisions about pursuing academic positions. Participants pointed out that graduate school played a significant role in their



decisions to pursue an academic career. Participants also noted they learned what the professoriate entails mostly from graduate school.

Graduate school involves “the confirmation through socialization of pre-existing behaviour tendencies” (Bess, 1978, p. 312). Participants who had no intention of pursuing an academic career prior to graduate school conveyed that graduate school is the dominant factor; those who were inclined towards an academic career prior to graduate school stated that graduate school solidified their choices; while those who had the intention of pursuing an academic career before entering graduate school confirmed that graduate school reinforced their choices of taking academic positions.

The findings of this study resonate with Golde (1998) that graduate students face four general socialization tasks. According to Golde, graduate students must first wrestle with intellectual mastery and their ability to do it. Second, they must wrestle with whether they want to be a graduate student. Third, they must learn about the professoriate and ask themselves whether they want to be an academic. Fourth, they must ask themselves whether they belong in academe. Participants noted graduate school afforded them the opportunity of learning about their field and the professoriate. They also pointed out that graduate school afforded them the opportunity to re-think their choices of pursuing or not pursuing an academic career.

### ***Role of Mentorship***

Mentorship empowers new faculty by supporting their professional growth and renewal (Boice, 1992); it also promotes faculty satisfaction (Menges et al., 1999).

Cunningham (1999) noted that mentorship provides two basic functions for faculty members. First, it provides an instrumental or career function such as sponsorship, coaching and

corporate culture instruction (Cunningham). Second, mentorship provides an intrinsic or psychosocial function such as serving as a model, a confidant or a friend (Cunningham). In agreement with Austin (2002), the findings of this study showed that mentorship is essential in the preparation of the next generation of faculty members. The findings of this study resonate with Bell (1999) that mentorship builds and fosters “a community of teachers and a culture of teaching that are both means to multiple ends and invaluable ends themselves” (p. 448).

### **Implications for Practice**

Participants pointed out that motivations for pursuing an academic position are largely intrinsic; that the love of knowledge, the desire to share the knowledge with others, and the passion to do research are pre-requisite for becoming a faculty. Nevertheless, participants confirmed that graduate school and mentorship played important roles in their decisions to become faculty members. To attract and retain young individuals in academe, participants suggested that universities create awareness about the professoriate; they also suggested good compensation and mentorship. The findings of this study have several implications for practice.

### ***Implications for Aspiring Faculty***

Participants noted passion for scholarship, academic lifestyle and personal values as significant factors in their decisions to pursue an academic career. Participants also asserted that “professoriate is a way of life and not a means of living.” This assertion resonates with Postman’s (1995) notion of *god or gods to serve*. Postman noted that appropriating an insight or vision (as it is with participants’ decisions to become faculty members), requires an individual to have a *reason*. Postman differentiated between reason and motivation. Within

the context of schooling, Postman defined motivation as “a temporary psychic event in which curiosity is aroused and attention is focused.” (p. 4). On the other hand, Postman posited that reason “is somewhat abstract, not always present in one’s consciousness, and not all easy to describe.” He referred to reason as god(s). With specific reference to schooling, Postman emphasized the necessity of god(s) in providing an inspired reason for schooling.

Postman (1995) defined god as a great narrative that has sufficient credibility, complexity, and symbolic power for an individual to organize his or her life around (p. 3). The narratives of participants (in terms of the frustrations and challenges of the professorial work) revealed the need for an individual to have a reason or reasons for becoming faculty members. By reason, I mean a god or gods. It is imperative for aspiring scholars to note that serving the god(s) of books is an essential pre-requisite for becoming a faculty.

Serving the god(s) of books requires that an individual be a bibliolater. Axtell (1998) defined a bibliolater as someone who has extravagant devotion to books (reading, teaching and research). It is this god (of books) and one’s devotion to its worship that keeps a scholar going in times of uncertainty. It is also this god (of books) that makes Axtell say “I have never regretted that decision [of becoming a faculty member], even when I had the cause” (p. IX). All the participants indicated that intellectual challenge played a role in their decisions to become faculty members. Anyone who is not a bibliolater or inspired by books (reading, teaching and doing research) needs to re-think their decision of becoming a professor. The implication for the aspiring professor is that they have genuine affection for scholarship. A person who is not passionate about their field and the professorial work may not be able to cope with the pressures and demands of the professoriate.

### *Implications for Universities*

This study found that half of the participants left previous occupations for academe. An important implication of this finding is that universities look beyond the box in attracting faculty members. Participants expressed concerns that universities discount people who are not in academic paths. Commenting on the need for universities to be open in their recruitments, one participant wrote:

One untapped market is that we discount almost all people who disconnect from the cloistered academic path (BA, MA, PhD, Post Doc, Assistant Prof ...). There are by some counts as many as ten PhDs outside academia for every one inside. Just because they are [not or] no longer in academia doesn't mean they should not be candidates.

Participants suggested that universities can attract lots of qualified candidates if they are open to looking outside academia.

As found in this study, creating awareness about the professoriate is important in attracting and retaining young individuals in academe. As pointed out by a participant, “The academic world is a confusing one. There are many students who have all sorts of stereotypes over what an academic job is.” For students to have a clear picture of the professoriate and what it entails, it is important that universities provide avenues to discuss the scope and advantages of an academic career. The idea of creating awareness about the professoriate resonates with Austin (2002) that many graduate students do not “have a rich, full understanding of academic life and faculty careers” (p. 109). The implication of this finding is that universities create awareness about the professoriate. Educating graduate students, particularly doctoral students, on the professoriate would be a good idea.

The findings of this study is consistent with the documentation of other researchers (Blackwell 1989; Rice, Sorcinelli & Austin, 2000) that mentorship is important in attracting, retaining and ensuring the success of new academics. Carmin (1988) defined mentoring as a

process in which one person (mentor), usually of superior rank and outstanding achievement, guides the development of an entry-level person known as the mentee. Faculty participants posited they had good mentors who stimulated their interest in academe.

Beginner faculty usually experience “isolation, separation, fragmentation, loneliness, competition, and sometimes incivility” at their institutions (Rice, Sorcinelli & Austin, p. 13). Universities can foster the collegiality and community needed by these novice scholars through mentoring. Mentoring activities could be professional, such as assistance with research and writing, teaching, and grant writing; it could also be social such as shared meals (Boice, 1992). An implication of this study is that universities establish good mentoring programs for aspiring and beginner faculty. It is also an implication of this study that universities continually evaluate the effectiveness of their mentoring programs.

### ***Implications for Graduate Faculty and Programs***

The findings of this study confirmed Stark et al. (2004) that students’ experiences in graduate programs impact their decisions about pursuing an academic career. Despite the fact that students learn about being a faculty mostly from graduate school, Austin (2003) posited that doctoral students “seldom engage with their faculty members in extensive conversations about what it means to be a faculty member” (p. 129). Graduate programs fail to prepare doctoral students for the demands of the professoriate (Olsen & Crawford, 1998). Doctoral students learn about the professoriate mainly from observation of their own professors (Austin). Austin pointed out that “Graduate preparation for the professoriate is often not organized in a particularly systematic nor developmentally focused way” (p. 129). An implication of this finding is that universities evaluate graduate programs, particularly

doctoral programs, to determine the extent to which they prepare aspiring faculty with the skills and abilities required of the next generation of scholars.

Austin (2003) expressed concerns that faculty members are not fully taking up the responsibility of helping doctoral students frame an understanding of what it means to be an academic, and how current professorial work is being affected by the range of external and internal pressures. It is essential that aspiring faculty members understand what the academic life entails and how they can be constructed in diverse ways. It is also important for aspiring scholars to understand how higher education is changing. An implication of this study is that the discussion of the professoriate be incorporated in doctoral programs.

Participants stated that graduate education provided them the opportunity to teach and to do research. These experiences, according to participants, impacted their decisions to pursue an academic career. Shuster (1993) pointed out that half of current faculty members were teaching assistants. In a study conducted by Diamond and Gray (1987), the researchers found that 75% of teaching assistants confirmed their intentions to teach at post-secondary institutions. An implication of this study is that graduate programs provide students the opportunities to teach and do research prior to becoming faculty members. Graduate faculty need to actively involve aspiring faculty in academic work (teaching, research and community service).

### **Implications for Research**

This study has examined the factors influencing the decisions of faculty to choose and remain in academe. This study found that motivations for pursuing an academic career are intrinsic and extrinsic, but largely intrinsic. Further research is required to explore the proportion of these motivators that are extrinsic, and the proportions that are intrinsic. Such a

study will provide a clear picture of the role of self, others and the environment in an individual's aspiration for an academic career.

The findings of this study indicate that factors such as passion for scholarship, personal communities, personal values, academic lifestyle, graduate school experience, institutional culture, intellectual challenge and role models impacted participants' decisions to pursue an academic career. The data gathered for this study were analysed in aggregated form. One assumption underlying this aggregated analysis is that faculty motivations for pursuing an academic career and remaining as academics are the same regardless of age, culture, gender, class and race. Further research is required to ascertain the truthfulness of this assumption.

The data used in this study were gathered from participants who are faculty members at the University of Saskatchewan, Saskatoon. These participants offered suggestions on how Canadian universities can attract and retain young individuals in academe. It would be interesting to investigate what the suggestions of former faculty members (those who left academe for other occupations) would be on this issue. It would also be interesting to know how this group of participants (those who left academe for another profession) would rate the factors that were rated by faculty participants. It would be interesting to know if the suggestions given in this study will match those offered by former faculty members.

This study found that the love of reading, teaching and doing research is an essential pre-requisite for becoming faculty. The findings of the study indicate that professors expressed sentiments reflecting bibliolater features. Axtell (1998) defined a bibliolater as someone who has strong devotion to reading, teaching and doing research. While this study found that devotion to books is crucial to becoming a professor, further research is required

to investigate *why* and *how* an individual becomes a bibliolater. It would be interesting to know the proportion of this “bibliolatro” that is in-born and the proportion that arises from socialization and environment.

### **Conclusion**

Decision making is a basic responsibility of all human beings. People make decisions about what to do and what not to do. Nevertheless, human decisions do not happen in isolation. At the beginning of this study, I gave an account of how my decision to study economics in my home country of Nigeria was influenced by a neighbour’s advice. Had it not been for my neighbour’s advice, I probably would have gone to the university to study something else. In the course of my life, I have come to an understanding that people are what they are partly because of their choices and decisions.

In my quest to understanding the factors influencing the decisions of Canadian faculty to choose and remain in academe, I adopted a decision framework that juxtaposes Brunswick’s (1943) lens model and Weidman, Twale and Stein’s (2001) doctoral student socialization model (see Figure 1). Within the context of this study, I used the conceptual framework as basis for thinking about a decision and how it is influenced by the decision maker’s self and environment. The framework supports the notion that an individual’s decision is a product of the self, social interaction and the environment.

In conducting this study, I sought the suggestions of faculty members and fellow doctoral students on how they would go about the study if they were the researcher. A pilot study was conducted among faculty members at the University of Saskatchewan and Brandon University. Three doctoral students were asked to critique the pilot survey



instrument. The suggestions received from faculty and doctoral students were incorporated in the design of the final survey instrument.

The findings of this study have implications for aspiring professors, graduate faculty, universities and graduate programs in general (as stated above). The findings of this study indicate that the motivations for pursuing an academic career are both intrinsic and extrinsic, but largely intrinsic. This finding showed that an individual's decision to choose and remain in academe is complex and influenced by many interrelated factors.

The findings showed that mentoring and graduate school experience impacted participants' decisions to pursue an academic career. While participants stated financial compensation as unimportant factor in their decisions to pursue an academic career, they (participants) suggested a good salary in attracting young individuals into academe. This study found that a love of one's discipline and the desire to teach and do research is a prerequisite for becoming a faculty member. It is the love of one's discipline and their devotion to the discipline that provides an inspired reason for becoming and remaining as an academic.

### **Closing Commentary**

The future academic workplace will be characterised by student diversity, expanding faculty work loads, new technologies, changing societal expectations, a shift in emphasis toward the learner, and a new labour market for faculty (Austin, 2002). As universities prepare the next generation of scholars, they need to be mindful of the characteristics of the future academic place. Universities and aspiring faculty members need to be mindful that a love of books (Axtell, 1998) is a pre-requisite for becoming a faculty.

Canadian universities need to ensure that mentorship and graduate programs address the challenges confronting aspiring faculty members. It is important that universities create awareness about the professoriate. Such awareness creation will go a long way in minimizing the stereotype students have about the professoriate. If the responsibility of preserving the academic profession truly lies on today's faculty, then, faculty members have to take more responsibility in preparing the next generation of scholars. Today's faculty need to do a better job of enlightening devoted aspiring faculty on what academe entails. Today's faculty need to actively involve the next generation of faculty members in academic work. As today's faculty prepare the next generation of scholars, they (today's faculty members) need to provide an appealing image of the professoriate.

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## **APPENDICES**

## Appendix A

### Invitation to participate in a Pilot Survey

## INVITATION TO PARTICIPATE IN A PILOT SURVEY

Dear Participant:

My name is Jacobs Olalekan Oshoneye. I am working towards a Doctor of Philosophy Degree in Educational Administration, and I wish to invite you to participate in a study entitled, *Becoming Faculty: An Exploratory Study of the Factors Influencing the Decisions of Canadian Faculty to Choose and Remain in Academe*. This study is in partial fulfillment of the requirements for the award of Ph.D. in Educational Administration, and your prompt response will be appreciated. The primary purpose of this study is to examine the factors influencing the decisions of faculty to choose and remain in academe. The study will provide information that will be useful in attracting and retaining young and talented individuals in the academe.

This phase is the pilot study. The researcher adopted stratified random sampling in selecting participants for the pilot study. Responses to this questionnaire will be analyzed for purpose of improving the final data instrument. The final data instrument will be administered shortly. This study has been reviewed and approved by the University of Saskatchewan Behavioral Research Ethics Board (Beh-REB) on the 7<sup>th</sup> of February, 2007. If there are any concerns regarding ethical issues, the Ethics Officer at the University of Saskatchewan can be contacted by a collect call at 306-966-2084.

It is anticipated that this survey will take about 10 minutes to complete. If you are willing to participate in this study, ***please indicate your consent by completing the survey and returning it to the researcher through the University mailing system using the self-addressed envelope that accompanies this survey.*** Do not include your name or any identifying information when returning completed survey to the researcher. Participation is voluntary, and your anonymity will be maintained throughout this study. The data collected will be analyzed and disseminated in aggregated form. A completed and returned survey will be an indication of individuals' consent to participate. Participants may withdraw from this study before the submission of the survey and without any penalty. Once the survey is completed and returned, there will be no withdrawal due to the anonymity of respondents. The researcher plans to report direct quotations. Participants are therefore, advised to keep this in mind so as to avoid providing identifiable data.

Thank you for your anticipated willingness to be involved in this study. If you have any question or concern about this research project, please contact

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## Appendix B

### Pilot Survey

## PILOT SURVEY

**Instruction:** Please provide the requested information, and mark the box in front of the option that suits your response.

### 1. The Status of the Professoriate

(a) How would you describe a faculty or faculty member?

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(b) Faculty have complex roles within the university and the society. What aspect of these roles do you consider most important? Teaching [ ] Research [ ] Community Service [ ]

### 2. Becoming a Faculty

(a) How important were these factors in your decision to become a faculty? Rank each item on a scale from 0-7, with 7 being extremely important. (0 means not a factor at all).

Family Background and Influences	
Personal Values	
Academic Lifestyle	
Societal Experiences and Influences	
Role Models (such as previous professors)	
Guidance Counselor	
School Experiences	
Passion for Scholarship	
Job Security	
Financial Compensation	
Opportunities and prospects in different lines of work	
Gender	
Age	
Fate or Destiny	
Lack of other Options	

(b) Please indicate other factors that influenced your decision to become a faculty

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### 3. Remaining in the Academe

(a) How important are these factors in your decision to remain in the academe? Rank each item on a scale from 0-7, with 7 being extremely important. (0 means not a factor at all).

Academic Lifestyle	
Financial Compensation	
Passion for Scholarship	
Lack of Opportunities outside the academe	
Job satisfaction	
The Prestige of the Profession	
Collegial Support	
Job Security	
Autonomy associated with the profession	

(b) Please indicate other factors that influenced your decision to remain in the academe

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(c) How important are these factors in your decision to remain at the University of Saskatchewan? Rank each item on a scale from 0-7, with 7 being extremely important. (0 means not a factor at all)

Financial Compensation	
Collegial support	
Proximity to Family and friends	
Tie to the University	
Lack of Opportunities outside the U of S	
Opportunities and prospects within the U of S	
Reasonable Workload	
Other Working Conditions	
Academic Freedom at the U of S	

(d) Please indicate other factors that influenced your decision to remain at the University of Saskatchewan

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### 4. Attracting into the Professoriate

(a) In your opinion, how important are these factors in attracting young and talented individuals into the professoriate? Rank each item on a scale from 0-7, with 7 being extremely important. (0 means not a factor at all)

Financial Compensation	
Creating awareness about the professoriate	
Mentoring Graduate Students into the academe	

(b) What do think Canadian universities can do to attract young and talented individuals into the academe?

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## 5. Demographics

(a) Gender      Female ☐      Male ☐

(b) Faculty:      Education ☐ Engineering ☐

(c) Academic Rank:    Lecturer ☐ Assist. Professor ☐ Assoc. Professor ☐ Professor ☐

(d) Age:            Less than 35 years ☐ 35-44 years ☐ 45-54 years ☐ Above 55 years ☐

(e) Are you a tenured faculty?            Yes ☐ No ☐

(f) How long have you been in the academe?

Less than 5 years ☐ 5 – 10 years ☐ 11 – 15 years ☐ 16 – 20 years ☐ More than 20 years ☐

(g) How long have you been at the University of Saskatchewan?

Less than 5 years ☐ 5 – 10 years ☐ 11 – 15 years ☐ 16 – 20 years ☐ More than 20 years ☐

(h) Were you in a different profession before coming into the academe?    Yes ☐ No ☐

## 6. Suggestions for improving Data instrument

(a) As a faculty whose decision was influenced by some factors, what additional research questions would you suggest for this study?

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(b) What kind of research approach would you suggest for this study? (i.e. quantitative, qualitative, or mixed)

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(c) Could you justify your reason for this research method?

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(d) What other suggestions or advice do you have for the researcher?

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Thank you for participating in this study.

## Appendix C

### Questions for Doctoral Students

## QUESTIONS FOR DOCTORAL STUDENTS

Dear Colleagues:

My name is Jacobs Olalekan Oshoneye. I wish to get your insights on my doctoral dissertation entitled, *Becoming Faculty: An Exploratory Study of the Factors Influencing the Decisions of Canadian Faculty to Choose and Remain in Academe*. The purpose of this study is to examine the factors influencing the decisions of faculty to choose and remain in academe. The study will provide information that will be useful in attracting and retaining young and talented individuals in the academe.

This research project is a case study of faculty at the University of Saskatchewan. All faculty at the university will be invited to participate in the final study. This is the pilot stage of study. The pilot survey has been reviewed and approved by the University of Saskatchewan Behavioral Research Ethics Board (Beh-REB) on the 7<sup>th</sup> of February, 2007. If there are any concerns regarding ethical issues, the Ethics Officer at the University of Saskatchewan can be contacted by a collect call at 306-966-2084.

The purpose of this exercise is to get the perspectives of others on the study. Responses from this exercise will be useful in drafting the final survey. Participants for this exercise are randomly selected doctoral students from the Department of Educational Administration, University of Saskatchewan. It is anticipated that this survey will take about five minutes to complete. If you are willing to participate in the exercise, please indicate your consent by examining the attached survey and responding to the questions. Please return your response to the researcher by dropping it in his mail box at the Department of Educational Administration office. **Please do not complete the attached survey.** Kindly examine the survey and responds to the below questions.

- (1) If you are carrying out this study, what would you have done differently?
- (2) Do you plan to pursue an academic career?
- (3) What is the rationale behind your plan to pursue or not to pursue an academic career?
- (4) What would make you change your plan to pursue or not to pursue an academic career?

## Appendix D

### Invitation to Participate in a Research Project



## Appendix E

### Final Survey

## FINAL SURVEY

**Instruction:** Please provide us with the requested information by responding to the questions and marking the box in front of the option that suits your response.

### 1. The Status of the Professoriate

(a) How would you describe yourself as a faculty member?

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(b) What is it like to be a faculty member?

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(c) Faculty have complex roles within the university and the society. How would you rate the three major roles of faculty, dividing 100% among the three roles?

Roles	%
Teaching	
Research	
Community Service	

(d) Please provide more information on your response in 1(c) above

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(e) What other roles do you think faculty have or play within the university and the society?

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### 2. Becoming a Faculty

(a) Why did you pursue an academic career? What attracted you to the profession?

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(b) Were you in a different occupation before coming into the academe? Yes ☐ No ☐

(c) If yes, what were you doing before becoming a faculty member?

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(d) In a follow-up to your response in 2b, why did you leave your previous occupation?

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(e) Please recount your experience as it relates to how you decided to become a faculty. How did you enter the profession?

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(f) Did you plan to pursue an academic career before entering graduate school? What roles did graduate school play in your decision to become a faculty member?

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(g) How important are these factors in your decision to become faculty member? Rank each item on a scale from 0-7, with 7 being extremely important. (0 means not a factor at all).

Personal communities (Family, friends, and employers)	
Personal values	
Academic Lifestyle	
Socialization (Interaction, integration, and learning)	
Role models (such as previous professors or other academic)	
Guidance counselor	
Institutional Culture (Academic programs, grad. school)	
Passion for scholarship	
Job security	
Financial compensation	
Opportunities and prospects in different lines of work	
Demographic factor (Age, Gender etc.)	
Intellectual Challenge	
Fate or destiny	
Lack of options outside the academe	

(h) Please comment on how one or more of the above factors influenced your decision to become faculty member.

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(i) What other factors influenced your decision to become a faculty member?

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### 3. Remaining in the Academia

(a) Why have you remained an academic?

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(b) How important are these factors in your decision to remain in academia? Rank each item on a scale from 0-7, with 7 being extremely important. (0 means not a factor at all).

Academic lifestyle	
Financial compensation	
Passion for scholarship (Teaching, research and community service)	
Lack of opportunities outside the academe	
Job satisfaction	
The prestige of the profession	
Collegial support	
Job security	
Autonomy associated with the profession	

(c) Please comment on how one or more of the above factors influence your decision to remain in academe?

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(d) What other factors influenced your decision to remain in academia?

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#### 4. Working at the University of Saskatchewan

(a) Why did you choose to work at the University of Saskatchewan?

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(b) Why did you remain at the University of Saskatchewan?

.....

.....

.....

(c) How important are these factors in your decision to remain at the University of Saskatchewan? Rank each item on a scale from 0-7, with 7 being extremely important (0 means not a factor at all).

Financial compensation	
Collegial support	
Proximity to family and friends	
Tie to the university	
Lack of opportunities outside the U of S	
Opportunities and prospects within the U of S	
Reasonable workload	
Other working conditions	
Academic freedom at the U of S	
U of S culture and values(including its scholarship climate)	
The reputation and position of U of S	
Work environment	

(d) Please comment on how one or more of the above factors influenced your decision to work and remain at the University of Saskatchewan

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.....

.....

(e) What other factors influence your decision to remain at the University of Saskatchewan?

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.....

.....

### 5. Attracting into the Professoriate

(a) What do think Canadian universities can do to attract young and talented individuals into academe?

.....

.....

.....

.....

.....

.....

(b) In your opinion, how important are these factors in attracting young and talented individuals into the professoriate? Rank each item on a scale from 0-7, with 7 being extremely important. (0 means not a factor at all)

Financial compensation	
Creating awareness about the professoriate	
Mentoring graduate students into the academia	

(c) Please provide more information on your response in 5(b) above

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.....

(d) What do think Canadian universities can do to retain young and talented individuals in academe?

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.....

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.....

### 6. Demographics

(a) Gender      Female [ ☐ ]      Male [ ☐ ]

(b) College.....

(c) Department.....

(d) Academic Rank:      Assist. Professor [ ☐ ]      Assoc. Professor [ ☐ ]      Professor [ ☐ ]

(e) Age:        Less than 35 years [ ] 35-44 years [ ] 45-54 years [ ] Above 55 years [ ]

(f) Are you a tenured-track faculty? Yes [ ] No [ ]

(g) Are you a tenured faculty?        Yes [ ] No [ ]

(h) How long have you been in the academe?

Less than 5 years [ ] 5 – 10 years [ ] 11 – 15 years [ ] 16 – 20 years [ ] More than 20 years [ ]

(i) How long have you been at the University of Saskatchewan?

Less than 5 years [ ] 5 – 10 years [ ] 11 – 15 years [ ] 16 – 20 years [ ] More than 20 years [ ]

### **7. Other comments**

Is there anything else you want to say? Please use this space for other comments you have concerning how you became a faculty, why you remain in academe, and how young and talented people can be attracted and retained in academe.

Thank you for participating in this study.

## Appendix F

### Audit Procedure

### **AUDIT PROCEDURE**

The research audit was carried out in the following four stages: Preparation of the audit plan, selection of items to be tested, performance of the audit test, and sharing of audit information.

1. Preparation of the audit plan: The researcher and the auditor determined the sample size to be tested. It was agreed between the researcher and the auditor that two open-ended responses (that appeared in the study) be tested per question.
2. Selection of items to be tested: The auditor selected the items to be tested using simple random sampling.
3. Performance of audit: The auditor performed the audit comparing the analyses of participants' responses (quotations and paraphrases) that appeared in the study with the data gathered from participants.
4. Sharing of audit information: The auditor and the researchers met to discuss the audit result.

## Appendix G

Letter informing the Public Access to completed Research Project



## LETTER INFORMING THE PUBLIC ACCESS TO COMPLETED RESEARCH PROJECT

Department of Educational Administration  
28 Campus Drive, College of Education  
Saskatchewan, S7N 0X1  
Date:

Office of the Dean  
College of.....  
.....

Dear Mr./Mrs./Ms.

Re: Public Access to Completed Research Project

I wish to inform you that I have completed my research project entitled *Becoming Faculty: An Exploratory Study of the Factors Influencing the Decisions of Canadian Faculty to Choose and Remain in Academe*. The completed research project is now available at the Education Library, University of Saskatchewan. Kindly pass this information to your faculty members.

Yours Sincerely,

Jacobs Olalekan Oshoneye